DOCUMENT RESUME

ED 312 964 HE 023 023

TITLE	Status Report on Human Corps Activities, 1989. Report 89-9.
INSTITUTION	California State Postsecondary Education Commission, Sacramento.
PUB DATE	Mar 89
NOTE	151p.; The second in a series of five annual reports to the legislature in response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987).
AVAILABLE FROM	Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, CA 95814-3985 (free).
PUB TYPE	Reports - Descriptive (141)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	College Students; *Community Services; Educational Cooperation; Extracurricular Activities; Higher Education; *Institutional Cooperation; Master Plans; Public Colleges; *Public Policy; *Public Service; Regional Planning; *State Legislation; State Programs; State Surveys; State Universities; Statewide Planning; *Student Volunteers
IDENTIFIERS	*California; California State University; *Human Corps Programs; University of California

ABSTRACT

This report to the California legislature describes the steps that the university and state university are taking to implement the state-mandated Human Corps programs of volunteer community service by college students. Information is provided on University of California and California State University activities. The Human Corps organization is still in a developmental stage at both the university and state university. Both segments are following through with their plans to facilitate exchange of information and ideas between campuses, as evidenced by the systemwide and regional meetings that took place the past fall. Both segments intend to sponsor meetings annually. They also have worked cooperatively through their participation in California Compact, an organization that seeks to promote student community service. An appendix provides Assembly Bill 1820 (Vasconcellos, 1987). Attachments, which make up the greater part of the document, include reports of both the University of California and the California State University. (SM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

BEST COPY AVAILABLE

ED312964

STATUS REPORT ON HUMAN CORPS ACTIVITIES

1989

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

CA Postsecondary Education Commission

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

HE 023 023

Summary

Through Assembly Bill 1820 (Vasconcellos, 1987), the Legislature directed the California Postsecondary Education Commission to report annually from 1988 to 1992 on the development of "Human Corps" programs of volunteer student service at the University of California and the California State University.

This second report in the series describes the steps that the University and State University are taking to implement Human Corps programs. Attached to the report are documents from the University and State University, describing these steps in detail.

The Commission adopted this report at its meeting on March 6, 1989, on recommendation of its Policy Development Committee. Additional copies of the report may be obtained from the Library of the Commission at (916) 322-8031.

Questions about the substance of the Commission's report may be directed to Cathrine Castoreno of the Commission staff at (916) 322-8012.

Inquiries about Human Corps activities at the University of California may be directed to Mary Beth Snyder, Director, Student Affairs and Services, Office of the President, at (415) 642- 9853.

Inquiries about the California State University's activities may be addressed to Diane Vines, Director of Special Programs, Academic Affairs, Office of the Chancellor, at (213) 590-5768.

•

On the cover: Human Corps program participants at California Polytechnic State University, San Luis Obispo, and California State University, Long Beach.

STATUS REPORT
ON HUMAN CORPS ACTIVITIES, 1989

The Second in a Series of Five
Annual Reports to the Legislature
in Response to Assembly Bill 1820
(Chapter 1245, Statutes of 1987)

POSTSECONDARY
CALIFORNIA EDUCATION
COMMISSION

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
Third Floor • 1020 Twelfth Street • Sacramento, California 95814-3985

COMMISSION REPORT 89-9
PUBLISHED MARCH 1989

This report, like other publications of the California Postsecondary Education Commission, is not copyrighted. It may be reproduced in the public interest, but proper attribution to Report 89-9 of the California Postsecondary Education Commission is requested.

Contents

Origins and Scope of the Report 1

University of California Activities 2

California State University Activities 2

Summary 2

References 2

Appendix: Assembly Bill 1820 (Vasconcellos, 1987) 3

Attachments 9

Report of the University of California

Report of the California State University

Status Report on Human Corps Activities, 1989

Origins and scope of the report

In Supplemental Language to the 1986-87 Budget Bill (Assembly Concurrent Resolution 158; Chapter 165 of the Statutes of 1986), the Legislature called on the University of California and the California State University to implement "Human Corps" programs of community service by students on each of their campuses. It also directed the California Postsecondary Education Commission to report on efforts by colleges and universities throughout the country to encourage volunteerism and to review and to comment on the Human Corps activities undertaken by the University and State University in response to the Supplemental Language.

In March 1987, the Commission responded to that legislative mandate with its report, *Student Public Service and the "Human Corps."* In that report, the Commission presented no specific recommendations, although it stated its belief that public service programs in public colleges and universities should be voluntary rather than compulsory.

In 1987, the Legislature adopted Assembly Bill 1820 (Vasconcellos; Chapter 1245, Statutes of 1987; reproduced in the Appendix), which expanded the Human Corps concepts contained in ACR 58. AB 1820 called for cooperation between postsecondary education institutions, public and private schools, and non-profit agencies and philanthropies to plan, fund, and implement Human Corps activities. It recommended an average of 30 hours of community service per student in each academic year, and it intended that such student participation increase substantially by 1993, with an ultimate goal of 100 percent participation of all full-time students, including undergraduate and graduate students. It called on both segments and all campuses to establish Human Corps task forces by this past March 1 and for each campus to adopt an implementation strategy by this next July 1 and to implement Human Corps programs by this fall. It strongly encouraged Community Colleges and member institutions of the Association of Independent California Colleges and Universities to establish similar task forces. It included an appropriation of $70,000 to the University and $170,000 to the State University to fund incentives for implementing the Human Corps, although the Governor vetoed those appropriations.

AB 1820 also directed the Commission to monitor the development, implementation, and operation of the Human Corps program and submit annual reports each March to the appropriate fiscal and policy committees of the Legislature, and it required that by March 1, 1994, the Commission conduct a comprehensive evaluation that covers both qualitative and quantitative changes in the segments' volunteer participation. It specified that the Commission include in that report recommendations regarding continuation of the Human Corps and whether or not a mandatory program is needed to fulfill the objectives of the legislation. It also stated the intent of the Legislature to provide funding for that comprehensive evaluation.

On November 17, 1987, in accordance with AB 1820, Commission staff convened a meeting of representatives from the University and the State University to determine the appropriate data requirements for the progress reports and the comprehensive evaluation. The representatives agreed that the segments would arrange to collect the information needed for the evaluation along the lines prescribed by the bill, including student participation by academic area and level, and student receipt of pay or academic credit for their service. The Commission published these segmental reports in its first annual *Status Report on Human Corps Activities* (May 1988).

This document constitutes the Commission's second annual report in response to AB 1820. Since new data on student participation rates are not available, this report focuses on current Human Corps activities of the University and the State University. Attached to this report are documents that the University and State University submitted to the Commission this past December about their Human Corps programs. The University provided an update in one unified report, while the State University submitted a four-section document, including first a report on Human Corps to the Commission; second, a June 1988 Report of the Task Force on Policy Guidance; third, lottery-funded program reports: and fourth, a draft proposal for the revision of the student survey to be implemented in 1989. Rather than repeat the detailed information in those reports, the Commission presents only general information about the two segments' activities in the following paragraphs and then offers several conclusions stemming from them.

University of California activities

Since last year's report, the University's systemwide and campus Human Corps have moved forward to encourage student participation, develop implementation strategies and program activities, and plan program budgets for the 1988-89 academic year. In pursuing these tasks, the campuses strive to reinforce and expand their Human Corps organization. The need for resources continues to grow with the organization, and campuses continue to seek ways to fill the gap through resource reallocation and outside support. However, only two campuses -- Berkeley and Los Angeles -- have succeeded in obtaining outside grants of at least $10,000.

In its May 1988 report, the Commission noted that the Office of the President planned to sponsor a two-day Human Corps conference in October for campus administrators and students involved in the planning and administration of public service activities on the campuses. This systemwide conference successfully fostered an exchange of ideas and experiences regarding program implementation and funding among the approximately 50 administrators and eight students who participated.

California State University activities

The State University has been similarly engaged in expanding its Human Corps organization, student participation, and identifying issues and methods of program implementation and financial planning. The Systemwide Task Force sponsored two campus regional meetings this past fall to discuss model programs and issues of concern to campus administrators, including funding needs and potential liability. Approximately 58 administrators and seven students participated in those meetings. The task force report includes a delineation of funding needs and description of model programs. The State University has produced a marketing video tape, designed to encourage student and community organization participation. The video is available for review at the Commission.

Summary

The Human Corps organization is still in a developmental stage at both the University and State University. Both segments are following through with their plans to facilitate the exchange of information and ideas between campuses, as evidenced by the systemwide and regional meetings that took place this last fall. Both segments intend to sponsor these meetings annually. The segments have also worked cooperatively through their participation in California Compact -- an organization that seeks to promote student community service. These intersegmental meetings have resulted in preliminary discussions regarding the possible creation of an intersegmental umbrella group for the purpose of obtaining private and federal grants to further community service activities.

References

California Postsecondary Education Commission. *Student Public Service and the "Human Corps": A Report to the Legislature in Response to Assembly Concurrent Resolution 158 (Chapter 1505, Statutes of 1984).* Commission Report 87-12. Sacramento: The Commission, March 1987.

--. *Status Report on Human Corps Activities: The First in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987).* Commission Report 88-24. Sacramento: The Commission, May 1988.

Assembly Bill 1820 (Vasconcellos, 1987)

Assembly Bill No. 1820

CHAPTER 1245

An act to add Chapter 2 (commencing with Section 99100) to Part 65 of Title 3 of the Education Code, relating to postsecondary education, and making an appropriation therefor.

[Approved by Governor September 27, 1987. Filed with
Secretary of State September 27, 1987.]

I am deleting the $240,000 appropriation contained in proposed Education Code Section 99106 contained in Assembly Bill No. 1820.

This bill would create the Human Corps within the University of California and the California State University, and would encourage students to participate in the Human Corps by providing an average of 30 hours of community service in each academic year.

Both the University of California and the California State University have ongoing student volunteer community service activities. The administrative structure is in place to accommodate activities proposed by this bill. No additional funds are required.

With this deletion, I approve Assembly Bill No. 1820.

GEORGE DEUKMEJIAN, Governor

LEGISLATIVE COUNSEL'S DIGEST

AB 1820, Vasconcellos. Postsecondary education: Human Corps.

Existing law does not require college students to participate in community activities.

This bill would create the Human Corps within the University of California and the California State University, and would encourage students to participate in the Human Corps by providing an average of 30 hours of community service in each academic year, as specified.

This bill would require the California Postsecondary Education Commission to annually, by March 31, conduct progress reports on student participation in the Human Corps, as specified.

This bill would require the commission to conduct a comprehensive evaluation by March 31, 1994, as specified.

This bill would require that all progress reports and the comprehensive evaluation be submitted to the appropriate fiscal and policy committees of the Legislature.

The bill would appropriate $70,000 to the University of California and $170,000 to the California State University for its purposes, as specified.

Appropriation: yes.

The people of the State of California do enact as follows:

SECTION 1. Chapter 2 (commencing with Section 99100) is added to Part 65 of Title 3 of the Education Code, to read:

CHAPTER 2. HUMAN CORPS

99100. (a) The Legislature finds and declares all of the following:

(1) California students have a long and rich tradition of participation in community service which should be recognized, commended, and expanded.

(2) There is a growing national consensus that student participation in community services enhances the undergraduate experience.

(3) Student community service is an activity of extreme importance to the mission of the university and deserves to be conducted both for academic credit and otherwise.

(4) The state's postsecondary educational institutions are charged to maintain a tradition of public service as well as teaching and research.

(5) Access to the privilege of attending the university is made possible for many by our state's tradition of keeping fees and tuition low.

(6) Practical learning experiences in the real world are valuable for the development of a student's sense of self, skills, and education.

(7) Our state faces enormous unmet human needs and social challenges including undereducated children, increasing illiteracy and teenage parenting, environmental contamination, homelessness, school dropouts, and growing needs for elder care.

(8) The state's ability to face these challenges requires policymakers to find creative and cost-effective solutions including increased efforts for community and student public service.

(9) The Legislature and the State of California provide substantial incentives and subsidies for its citizens to attend the state's postsecondary education institutions, public and private, which are among the finest in the world.

(10) Current volunteer efforts conducted by community organizations reach only a fraction of the need. The need for public service is great because private, state, and federal funding are insufficient to pay for all the social services needed.

(11) Existing community service efforts have successfully demonstrated that participation in public service is of mutual benefit to participating students and the recipients of their services.

(b) It is the intent of the Legislature in enacting this article to do all of the following:

(1) Complete the college experience by providing students an opportunity to develop themselves and their skills in real-world learning experiences.

(2) To help nurture a sense of human community and social responsibility in our college students.

(3) Invite the fullest possible cooperation between postsecondary education institutions, schools, public, private, and nonprofit agencies, and philanthropies to plan, fund, and implement expanded

opportunities for student participation in community life through public service in organized programs.

(4). To substantially increase college student participation in community services by June 30, 1993, with the ultimate goal of 100 percent participation.

99101. There is hereby created a program known as The Human Corps within the University of California and the California State University. The California Community Colleges, proprietary schools, and member institutions of the Association of Independent California Colleges and Universities are strongly encouraged to implement Human Corps programs. The purpose of the corps is to provide every student an ongoing opportunity throughout his or her college career to participate in a community service activity. Toward this goal, beginning in the fall term in 1988, full-time students, including both undergraduate and graduate students, entering the University of California, the California State University, or an institution that is a member of the Association of Independent California Colleges and Universities to pursue a degree shall be strongly encouraged and expected, although not required, to participate in the Human Corps by providing an average of 30 hours of community service in each academic year. The segments shall determine how to encourage and monitor student participation. The segments are strongly encouraged to develop flexible programs that permit the widest possible student involvement, including participation by part-time students and others for whom participation may be difficult due to financial, academic, personal, or other considerations.

99102. For the purposes of this article, community service shall be defined as work or service performed by students either voluntarily or for some form of compensation or academic credit through nonprofit, governmental, and community-based organizations, schools, or college campuses. In general, the work or service should be designed to provide direct experience with people or project planning, and should have the goal of improving the quality of life for the community. Eligible activities may include, but are not limited to, tutoring, literacy training, neighborhood improvement, increasing environmental safety, assisting the elderly or disabled, and providing mental health care, particularly for disadvantaged or low-income residents.

In developing community service programs, campuses shall emphasize efforts which can most effectively use the skills of students such as tutoring programs or literacy programs.

99103. There are hereby created Human Corps task forces in each segment, which shall be established on each campus by March 1, 1988. Community colleges and member institutions of the Association of Independent California Colleges and Universities are strongly encouraged to establish task forces for the purposes set forth in this section. Each task force shall be composed of students, faculty, and campus administration. Each task force also shall include community representatives from groups such as schools, local businesses and government, nonprofit associations, social service agencies, and philanthropies. Each task force shall reflect the ethnic and racial diversity of the institution and the surrounding community. The purpose of the task forces is to strengthen and coordinate existing oncampus and external community service opportunities, expand and make new service opportunities available, promote the Human Corps to make students, community groups, faculty, employment recruiters, and administrators aware of the service expectation, and develop rules and guidelines for the program.

In conducting their charges, campus task forces should develop an implementation strategy which includes but is not limited to, the following, by July 1, 1988:

(a) A survey of the existing level of student participation including number of students, amount of time allocated, sources, and amounts of funds for activities and types of agencies participating.

(b) A plan to substantially expand student participation in community service by June 30, 1993.

(c) Criteria for determining what activities reasonably qualify as community service.

(d) Criteria to determine which community agency and campus programs have the training, management, and fiscal resources, and a track record or potential for success in addressing social needs and can reasonably use additional student assistance to administer their programs.

(e) A statement regarding the institution's commitment to community service to be included in application and orientation materials to communicate the expectation for student participation in community service.

(f) A statement that each campus has examined, in close consultation with the faculty, how student community service may be implemented to complement the academic program, including a determination of whether and how Human Corps programs may be offered for academic credit.

(g) A budget which identifies the staff and funding resources needed on each campus to implement this Human Corps.

99104. It is the intent of the Legislature that segments maximize the use of existing resources to implement the Human Corps. This responsibility includes seeking the resources of the private and independent sectors, philanthropies, and the federal government to supplement state support for Human Corps programs. The Legislature intends that the funds appropriated for purposes of this chapter to the Regents of the University of California and the Trustees of the California State University be used to offset some of the costs of developing the Human Corps. The segmental and campus Human Corps Task Forces shall jointly determine how those funds are used. It is the further intent of the Legislature that funds be allocated competitively for programs and not on a pro rata basis for each campus. Preference in funding should be given to strengthen and expand exemplary efforts to implement the Human Corps and to stimulate new efforts on campuses where the establishment of student community service programs has been limited.

Campuses may develop numerous approaches to implement the Human Corps on each campus. Activities eligible for funding may include a wide variety of incentives for student participation such as:

(a) Recognition programs.

(b) Fellowships.

(c) Awareness programs.

(d) Periodic conferences for students and community organizations.

(e) Transportation costs.

(f) Matching grants.

(g) Intersegmental programs.

99105. The California Postsecondary Education Commission annually, by March 31, shall conduct reports on the progress that the University of California and the California State University are making to substantially increase student participation in the Human Corps. By March 31, 1994, the commission shall conduct a comprehensive evaluation which shall include, but not be limited to, the following:

(a) The number of students who completed participation in the Human Corps by academic area (humanities, social services) and academic level (freshman, sophomore, etc.).

(b) The number of students who volunteered, or received pay or academic credit for service.

(c) An inventory of the types of community agencies which participated and the types of opportunities they provided.

(d) An inventory of the types of incentives for student participation offered by campuses including awards, grants, and training.

(e) The number of courses related to Human Corps programs.

(f) The number of staff and sources of funding provided to the Human Corps on each campus.

(g) A survey of participating agencies to determine whether the addition of student resources enhanced their program.

(h) The number of community colleges which participated in the Human Corps.

(i) Recommendations for continuation of the Human Corps including a recommendation whether a mandatory program should be established to the extent that community service programs failed to produce a substantial increase in student participation in the Human Corps. It is the intent of the Legislature to provide funding for the evaluation.

(j) The commission shall convene a meeting of representatives from the University of California and the California State University to determine the appropriate data requirements for the progress reports and the comprehensive evaluation. All progress reports and the comprehensive evaluation shall be submitted to the appropriate fiscal and policy committees of the Legislature.

99106. The sum of seventy thousand dollars ($70,000) is hereby appropriated from the General Fund to the Regents of the University of California and one hundred seventy thousand dollars ($170,000) to the Trustees of the California State University for the purposes of this chapter in the 1987–88 fiscal year. Future funding shall be contingent upon Budget Act appropriations. No provision of this article shall apply to the University of California unless the Regents of the University of California, by resolution, make that provision applicable.

o

Report of the University of California

UNIVERSITY OF CALIFORNIA

BERKELEY • DAVIS • IRVINE • LOS ANGELES • RIVERSIDE • SAN DIEGO • SAN FRANCISCO [illegible]

OFFICE OF THE [illegible]
BERKELEY, CALIFORNIA [illegible]

December 2, 1988

Dr. Kenneth B. O'Brien
Interim Executive Director
California Postsecondary Education Commission
1020 Twelfth Street, Third Floor
Sacramento, California 95814-398

Dear Ken:

Enclosed is the University's annual report to CPEC on its Human Corps programs, in response to AB 1820. We apologize for any inconvenience that the delay may have caused.

Sincerely,

Joyce

Joyce B. Justus
Director--Educational
Relations

Enclosure

cc: Senior Vice President Frazer
Assistant Vice President Cox

THIRD PROGRESS REPORT
ON THE
UNIVERSITY OF CALIFORNIA HUMAN CORPS PROGRAM

December 1988

Introduction

Assembly Bill 1820, chaptered in 1987, creates the Human Corps at the University of California and the California State University and encourages students to participate in the program by providing an average of thirty hours of community service each academic year. The purpose of the Human Corps is "to provide every student an ongoing opportunity throughout his or her college career to participate in a community service activity." Furthermore, the bill requires the California Postsecondary Education Commission (CPEC) to conduct annual reports on the progress that the University of California and the California State University are making to substantially increase student participation in the Human Corps.

This report constitutes the third report submitted to the Commission describing universitywide and campus Human Corps activities. The first report, submitted to CPEC in 1987, delineated the recommendations of the central Human Corps Planning Group and discussed the results of an all-University survey of student participation in public service activities. In January 1988, the University submitted a second progress report to CPEC which outlined the development of campus advisory committees; general approaches to the development of campus Human Corps activities; and funding issues.

This third report focuses on: (1) current universitywide efforts to encourage participation in the Human Corps; (2) campus Human Corps implementation strategies and program activities; and (3) program budgets for the 1988 - 1989 academic year.

I. Universitywide Efforts

The Office of the President sponsored a two day Human Corps Conference at the University's Lake Arrowhead Conference Center on October 9 - 11, 1988 to launch campus Human Corps programs (Attachment 1). Sixty campus faculty, students, and staff participated, along with community agency representatives, in the conference which had as its goals to:

(1) foster a better understanding of how to implement and evaluate the Human Corps program on the eight general campuses;

(2) provide an opportunity for a useful exchange of ideas with colleagues from other campuses; and

(3) provide a better understanding of national and state resources available to help faculty, students and staff in developing their campus Human Corps programs.

Written evaluations of the conference indicate that the program was very successful in meeting its stated goals. Participants favored future activities such as another universitywide or regional conference that would bring together professionals and students involved in Human Corps activities to ensure an ongoing exchange of program ideas and reports about successful funding strategies. Participants recommended further that conferences occur either on an annual or biennial basis.

The Office of the President also: (1) placed a statement regarding the University's commitment to public service in the Undergraduate Admissions Application packet, (2) regularly informs campus Task Force chairs of the availability of extramural funding possibilities, (3) worked with colleagues at California State University to develop an evaluation instrument with common questions, and (4) requested a reallocation of existing University resources to assist campuses in conducting the required Human Corps evaluation of student participation in community service for the Legislature.

II. Campus Implementation Strategies

All campuses have established Human Corps Task Forces composed of faculty, student, staff and community representatives to examine existing community service opportunities (Attachment 2). In compliance with statutory provisions of AB 1820, each campus Task Force had in place by July 1 of this year an implementation strategy which included:

1. A plan to substantially expand student participation in community service by June 30, 1993.
2. Criteria for determining what activities reasonably qualify as community service.
3. Criteria to determine which community agency and campus programs have the training, management, and fiscal resources, and a track record or potential for success in addressing social needs and can reasonably use additional student assistance to administer their programs.
4. A statement regarding the institution's commitment to community service to be included in application and orientation materials to communicate the expectation for student participation in community service.

5. A statement that each campus has examined or will examine, in close consultation with the faculty, how student community service may be implemented to complement the academic program, including a determination of whether and how Human Corps programs may be offered for academic credit.

6. A budget which identifies the staff and funding resources needed on each campus to implement this Human Corps.

Highlights of the implementation strategies adopted by each campus are summarized below.

Berkeley

Because of the large number of community service projects already involving Berkeley students, Berkeley's efforts are directed toward fostering increased cooperation, coordination, and communication among existing groups and programs rather than establishing a new program. This new focus has been named "Cal Corps -- A Project to Promote Student Community Service." Cal Corps coordinates community service placements available through representative volunteer organizations on campus, primarily through the ASUC Community Projects Office, Stiles Hall, and the University YWCA.

The backbone of Cal Corps is a clearinghouse which provides volunteer job listings for over 250 agencies. Examples of Cal Corps student placements this year include a Berkeley senior who tutors a seventh-grader from Oakland's Chinatown in history, geography and the social sciences; a student from France who is volunteering in the Berkeley Unified School district as a French tutor while improving his own English skills in the process; and a student who works with disadvantaged children at the Tenderloin Child Care Center. Stiles Hall community service projects require a two semester, 4-6 hour per week commitment and include activities such as a one-to-one companionship program which matches University students with children in the local community for big brother/big sister activities; a tutor/role modeling program which provides Cal undergraduates an opportunity to tutor Berkeley or Oakland K-12 students in science, computers, and math, helping young students build self-esteem and serving as role models from them in the process; and mental health internships working directly with mentally ill patients at Napa State Hospital.

The campus Task Force has established four program goals to expand student participation in community service.

Additionally, the campus is developing: 1) a campus directory of community service programs and opportunities including guidelines and suggestions on ways to receive academic credit, and 2) a statement confirming the campus's commitment to the ethic of public service and outlining all the benefits of participating in public service. The statement will be included in the campus catalog, schedule of classes and orientation materials.

Davis

The Human Corps Task Force developed a new "Davis Campus Plan for Implementing the Human Corps Program" in August 1988 which includes a statement of commitment to the Human Corps program. The campus plan identifies eight specific tasks to be accomplished and establishes target dates for their completion including: (1) adopting a campus statement of how Human Corps complements the academic program; (2) a listing of activities known to fall within the Davis guidelines for Human Corps activities; and a (3) report to the Vice Chancellor for Student Affairs on how to expand community service activities.

In addition to the implementation plan, a new position of "Human Corps Student Community Service Coordinator" was created. This person will be responsible for increasing student awareness of service opportunities and serving as liaison with community and student programs to facilitate student placement.

Examples of agencies and organizations whose activities qualify as Human Corps services are the Cal Aggie Christian Association House, the Davis Community Housing organization, and Yolo Coalition Against Hunger.

Irvine

The Chancellor at Irvine appointed the Human Corps Council in May 1987. The primary goal of the Council during its first year was to enhance communication among existing on-campus groups and programs, off-campus agencies, and students who wish to volunteer. The Council established eight goals for its second year of operation including promoting the ethic of volunteerism among students, faculty, and staff; strengthening the environmental component in need of volunteers; securing necessary funding for the Human Corps program; and surveying faculty regarding their interest in supporting Human Corps through credit, referral, internship supervision, and mentorships.

Additionally, the Irvine Council developed criteria for determining activities that qualify as community service and for selecting community agencies. The Council is preparing a formal statement for publication in the student handbook regarding the campus commitment to community service. If new funding is secured, the campus will create a staff position to handle individual student volunteer needs. Also the Council hopes to develop a position statement on collegiate volunteerism and public service for endorsement by the Irvine Division of the Academic Senate.

Campus activities sponsored a Volunteer Fair last February entitled "Have a Heart" which brought together 25 community agencies and interested students; an "adopt-an-agency" program where individual organizations sponsor a community agency to come to campus to recruit students; and a one-day outreach program where students provided immediate community service by repairing facilities, working in nursing homes and on other short-term projects.

Los Angeles

A Human Corps Task Force was formed at UCLA in 1988 which reviewed the need to develop new criteria for determining activities that qualify as community service. In drafting the criteria, the UCLA Human Corps Task Force was guided by two broad principles: (1) the criteria should reflect the interests of students, faculty, and staff, and (2) the criteria should encourage the broadest range of interaction with the community. The six broad criteria the campus will use to screen and select agencies with which students will work are that:

1) the types of services provided should provide students with an opportunity to learn new skills and provide programs agencies with competent, skilled assistance;

2) the extent of commitment should be compatible with students' academic demands;

3) there should be a demonstrated community need for the service provided so that student participation will contribute to the resolution of social concerns and needs encountered by the community;

4) adequate support for transportation, service delivery, and other out of pocket expenses must be available from sources other than the volunteers;

5) the service should be recognized as valuable by experts within both the University and the community; and

6) Human Corps programs will be affiliated with the Community Programs Office, Community Service

Commission, Service Learning Courses via Field Studies Development, student government, Unicamp, and other campus sponsored activities as determined by the Task Force.

The campus recognizes a need to coordinate its diverse groups of service activities. Similar to the situation at Berkeley, Los Angeles students interested in community service had no single source to refer to for information about available programs and opportunities. Thus, the campus has established a Community Resource Center to improve the effectiveness and efficiency of existing campus programs and organizations.

The Chancellor and the faculty have issued detailed statements about Human Corps and the way it relates to the campus Academic Plan. Additionally, the UCLA Human Corps Plan describes several steps that must be taken in order to expand substantially student participation in community service over the next three to five years. These include: (1) developing linkages with community agencies; (2) acknowledging students for participation in community service; (3) continuing to develop service learning activities through the Field Studies Development Office; and (4) providing additional support to campus programs that currently promote co-curricular participation in community service.

Recent activities included:

1) the "Involvement Project," a computer matching system, which entering students participate in by completing a survey concerning their community involvement interests and receive, in turn, a printout identifying possible matches from over 400 student organizations and involvement opportunities;

2) participation in the Campus Compact 1987 Pilot Literacy Project to increase student awareness of literacy issues facing society;

3) a proposal to establish a model for work-study students to participate in academically-based community service programs; and

4) a proposal submitted to FIPSE which will enable UCLA to develop courses, recruit students, and develop matching funds with community agencies to support the use of work-study and grant awards for community activities.

In addition to four previously established recognition programs and in response to the Human Corps Plan, two new recognition awards have been developed: the "Chancellor's Humanitarian Award for Undergraduate Students" and the "Amir Award" to honor graduating business students involved in community service or volunteer activities. The Zeta Phi Beta sorority house recently received a national "Chapter of the Year" award in recognition for their numerous community service activities including participation in the March of Dimes and 12-Step Mini House, a rehabilitation center for black women alcoholics, and their work with campus organizations such as the Student Educational Exposure Project and the Black Student Alliance.

In an effort to establish community service networks, Chancellor Young has taken a leadership role in the formation of "California Compact" and has hired staff to assist in its development. California Compact will provide the State with similar support in promoting community service in California as Campus Compact now provides on a national basis. Faculty, students, and staff also are active members of such organizations as the Community Outreach and Opportunities League, a national student coalition promoting opportunities for community service volunteers; UC Ex-L, an intercampus network of UC educators who develop service learning opportunities on their campuses; and the Westside Volunteer Center, a regional clearinghouse of volunteer opportunities.

Riverside

The Riverside campus has developed: (1) a definition of activities that qualify as community service; (2) criteria for choosing sponsoring agencies; (3) a statement on the institutional commitment for use in publications; (4) a statement on how the Human Corps can be implemented to complement the academic program on the campus through participation on the campus advisory board; and (5) an Expansion Plan with a completion target date of August 1989. The Expansion Plan creates a new position of "Human Corps Director" who will identify agencies that meet the criteria for sponsorship; serve as liaison with such agencies; promote and institutionalize group and individual awards for community service; and provide general administrative support to the campus Human Corps program. With 24% of Riverside students involved in volunteer community service off-campus and 33% involved on-campus, the campus has focussed their community agency outreach efforts to expand off-campus placements by working with the United Way in providing student volunteers and is building on existing off-campus programs such as field research programs in the biomedical sciences.

San Diego

To expand student participation in community service, the "Volunteer Connection" at UCSD, an Associated Student organization, is serving as the primary vehicle for student participation in community service activities. The Volunteer Connection has eight stated objectives. Among them are to: communicate and coordinate community service program efforts with higher educational institutions in the San Diego area; establish a central, convenient campus location for the collection and distribution of information regarding public service opportunities in San Diego; enhance understanding of the needs of community agencies; and stimulate and cherish the "spirit of volunteer service" and promote student initiative and leadership. In addition, a half-time intern, reporting to the Staff Coordinator of the Volunteer Connection, has been appointed to serve in the SAVY/United Way Internship Program. One example of campus programming in support of community service is the very successful Volunteer Connection Fair which brought together over 200 students and 20-30 organizations during the last academic year.

In addition to on-campus activities, UCSD is a member of the "San Diego Committee for University Community Service," a consortium of five local colleges and universities and community agencies. Two objectives of the organization are to: 1) foster greater awareness in their respective university settings of the importance of individual efforts in addressing social problems, and 2) enhance awareness of students about public service opportunities in the community.

Santa Barbara

For 1988 - 1989, the Human Corps Program will be administered by an Administrative Group of three individuals who will have day-to-day responsibility for coordinating activities. The Administrative Group has been charged with seven goals for the year including ensuring that the Human Corps Program involves a diversity of students in the development, implementation and future planning of Human Corps efforts.

Santa Barbara reports a need for more communication and coordination among existing service programs. One group involved in community service is the Associated Student Community Affairs Board (CAB) which is dedicated to enhancing the educational experience of all UCSB students by simplifying the process by which students are connected with community agencies. Currently, CAB serves over 150 non-profit and government agencies.

The campus also feels a critical need to increase the level of faculty involvement in Human Corps offerings and to encourage academic departments to expand the number of internships and related course offerings. Example of existing academic internships are those available through the "Peer Educators" program which offers 2 units of credit in Sociology and Biology to students who participate in training classes in alcohol and drug awareness, nutrition, and eating disorders. Students who successfully complete the training program convey the facts they learn to their peers through work in the "Peer Health Educators" and the "Peer Patient Educators" programs which facilitate discussion groups in clinic and workshop settings.

In addition to the campus-wide Human Corps Advisory Board, four Advisory Board subcommittees have been created which are responsible for: (1) public relations, (2) academic credit and other related issues, (3) ways and means, and (4) research and evaluation. In general, students will be encouraged to fulfill their Human Corps service through a program approved by the Advisory Board in one of the following ways: advisory (such as helping others, peer support); direct service (working with an individual client or client group such as Big Brother/Sister); or support service (fundraising or promoting or facilitating agency efforts such as SAMS -- Students Against Multiple Sclerosis).

Santa Cruz

Besides the Chancellor's Human Corps Advisory Committee, the campus is establishing a public service coordinating office. There are two student assistants responsible for supporting the work of the Advisory Committee by disseminating information about existing programs and assisting in referrals. The campus has completed a plan for the future of the program and is now expanding its advisory group to include greater representation from the many campus units and student groups active in public service and related activities. The campus Human Corps Program has been tentatively named the Student Civic Action Project (SCAP). In addition to SCAP, a number of projects are planned, including developing a brochure that will provide detailed information on public service opportunities; organizing a bus tour of the various community agencies seeking students; and arranging for a major speaker to increase awareness and interest in public service.

The campus will compile a public service register. In order to be listed on the register, an agency must qualify under the following definition:

> UCSC wishes to make available as broad an array of opportunities as possible for students to participate in service experiences which seek to improve the quality of life for community residents, particularly disadvantaged and low-income individuals, or to address societal problems such as illiteracy, environmental contamination, and others. Any service group or organizations except those involved in electoral politics or for-profit business, may apply to be included in the public service register.

Agencies wishing to receive students must complete a detailed placement information sheet which is reviewed by a sub-committee of the campus advisory committee to determine if the agency qualifies. This register is available to all students and will soon be available on a mainframe computer. For the current academic year, the campus has decided not to focus on specific issues such as literacy or at-risk youth, but is placing students in a wide range of volunteer opportunities in an effort to expand the types of placements and agency contacts available in the surrounding communities.

III. LEVEL OF STUDENT PARTICIPATION IN COMMUNITY SERVICE

AB 1820 required campus Task Forces to conduct a survey of the existing level of student participation in community service activities, including the number of students, amount of time allocated, and the types of agencies participating. A 1986 survey on the level and scope of undergraduate student involvement in public service activities showed the following:

(1) a total of 5,068 undergraduate students participated in a total of 366 credit courses on the campuses that provided public services activities for students.

(2) a total of 20,590 students participated in a total of 972 public service activities that did not give academic credit.

With respect to academic courses that include a public service component, each of these courses was carefully reviewed by the campus Course Review Committees of the Academic Senate to ensure its academic merit and appropriateness to a particular major or degree.

On the whole, there were about three times as many non-academic public service activities as there were courses with a public service component. Put differently, of the 18% of the undergraduates at the University engaged in some kind of public service activity, nearly 80 percent do so on a voluntary basis without receiving academic credit. But the number of activities given by the campuses were not necessarily comparable: some respondents counted the administrative units on campus that serve as umbrella organizations for public service opportunities as one activity while others counted each activity separately.

The University drew five other general conclusions from the 1986 survey results:

1. The concept of public service is well established at the University and there is a high degree of participation by undergraduates in these activities.

2. About three-quarters of all the public service activities and programs at the University are initiated by students under the sponsorship of clubs or organizations or in cooperation with offices on campus that help students plan public service activities. The balance is offered through academic programs which give credit.

3. Direct and indirect costs to the University related to student participation in public service activities are difficult to assess.

4. It appears that students who receive credit for the service they perform in the community are required to spend considerably more time participating in the activity than students who work for a cause on a strictly volunteer basis, an average of 86 hours versus 52 hours.

5. A substantial amount of money is being raised through student initiated fundraising projects that occur on campus for the benefit of low-income and disadvantaged members of the community.

IV. FUNDING

In compliance with the legislative provisions of AB 1820, all campuses developed proposed 1988 - 1989 budgets for their Human Corps activities. It should be noted that budgets reported are only incremental budgets for the 1988-89 academic year, and do not reflect: (1) the true cost of a fully-operational Human Corps program on each campus, nor (2) the actual cost of providing community service opportunities to students by campus programs which already existed prior to the passage of AB 1820. For example, the budget reported for the Berkeley campus only includes the costs associated with the new Cal Corps Clearinghouse and does not include costs for field placement services, Stiles Hall or programs sponsored through the Associated Students. A summary of campus incremental budgets is included with this report (Attachment 3).

Lack of adequate funding for the Human Corps remains a major concern for the University. Campuses have implemented Human Corps programs without any additional resources from the State. The Office of the President and the campuses have instituted a limited number of new Human Corps activities by reallocating existing resources to ensure base support for the program and have sought extramural funding from federal, state or private agencies, or a combination of both.

As noted in its first report to the Legislature, the University remains committed to its considerable ongoing public service activities of students, including training and staff support. But major program expansion, training, and evaluation will require additional resources. Absent the likelihood of additional money from the State for this program, the campuses are striving to implement partial programs with creative budgetary solutions. However, the gap between projected need and the actual allocated resources is significant. The Riverside campus, for example, requires $66,466 to implement fully the current year's program, but has an actual budget of $16,216. Even at campuses with long traditions of community service, the lack of resources has become a major concern and threatens to erode existing programs.

Several campuses have sought extramural funding, but only two campuses have succeeded in obtaining significant, competitive grants in support of their Human Corps activities:

- For two academic years beginning in 1989 - 1990, the Berkeley campus received a grant of $10,000 per annum from the Fund for the Improvement of Postsecondary Education (FIPSE) for a new "Financial Aid Community Service Option Plan" that aims to reduce debt burden for those students who participate in some form of community service while attending Berkeley or immediately following graduation. The University will earmark $200,000 of its own institutional aid money to forgive loans taken out by students participating in this program.

- For the 1988 - 89 academic year, UCLA has been awarded a $10,000 Campus Compact Grant funded by the Stuart Foundation to expand student awareness and involvement in Community Service.

Report of the California State University

THE CALIFORNIA STATE UNIVERSITY

BAKERSFIELD · CHICO · DOMINGUEZ HILLS · FRESNO · FULLERTON · HAYWARD · HUMBOLDT
POMONA · SACRAMENTO · SAN BERNARDINO · SAN DIEGO · SAN FRANCISCO · SAN JOSE

LONG BEACH · LOS ANGELES · NORTHRIDGE
SAN LUIS OBISPO · SONOMA · STANISLAUS

OFFICE OF THE CHANCELLOR
(213) 590- 5708

December 7, 1988

Dr. Kenneth O'Brien
Executive Director
California Postsecondary Education Commission
1020 12th Street, 2nd Floor
Sacramento, California 95814

Dear ~~Dr.~~ Ken O'Brien:

AB 1820 requires that the California Postsecondary Education Commission report to the legislature on the progress of The California State University and the University of California on increasing the level of student participation in community service. The California State University and the University of California agreed to prepare progress reports to CPEC to assist CPEC in the preparation of this interim progress report.

I am attaching the response of The California State University on the Human Corps legislation with the individual campus reports as attachments. I believe this report is responsive to the stated needs of the Commission. If you have any questions regarding this material, please contact Dr. Diane Vines, Director of Special Programs, Academic Affairs, who prepared this report.

Sincerely,

Lee R. Kerschner
Vice Chancellor
Academic Affairs

Attachments

cc: Dr. W. Ann Reynolds
Dr. John M. Smart
Dr. Anthony J. Moye
Dr. Ronald S. Lemos
Dr. Diane Vines

400 GOLDEN SHORE, LONG BEACH, CALIFORNIA 90802-4275 INFORMATION: (213) 590-5506

THE HUMAN CORPS IN THE CALIFORNIA STATE UNIVERSITY

PROGRESS REPORT PREPARED FOR
THE CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

NOVEMBER 1988

THE HUMAN CORPS IN THE
CALIFORNIA STATE UNIVERSITY
PROGRESS REPORT

Introduction

AB 1820 established the Human Corps in The California State University (CSU) and the University of California (UC) and encouraged students to participate in the Human Corps by providing an average of 30 hours of community service in each academic year. It recognized the ongoing student volunteer community service activities which already existed in the two systems but encouraged increased student participation. It further required the two systems to establish system Task Forces with a broad-based representation. Campuses are required to form Task Forces to develop detailed imlementation strategies by July 1, 1988. The California Postsecondary Education Commission is required to report to the appropriate fiscal and policy committees of the Legislature, by March 31, 1989, on the progress that the two systems are making to substantially increase student participation. This progress report is intended to provide information to the Commission as it prepares these reports.

Systemwide Activities

In addition to continuing the excellent campus programs which have existed for years, implementation of the Human Corps legislation proceeds on a systemwide level. Several systemwide activities will be described.

1. The California State University Human Corps Task Force

The California State University Human Corps Task Force was created by Chancellor W. Ann Reynolds and included persons serving as liaison to the CSU Academic Senate, the California State Student Association, campus Presidents representing the CSU Executive Council, and Vice Presidents representing their constituent groups -- working together with community representatives. The Report of the Task Force is included as Appendix A.

2. Lottery Funded Programs

Upon the recommendation of Chancellor Reynolds, the CSU Board of Trustees allocated $1.0 million for human service programs development in its 1986-87 Lottery Budget and expansion to $1.3 million in the 1988/89 Budget. The reports of these programs is included as Appendix B.

3. Regional Meetings

Several regional meetings of the campus coordinators have been convened on host campuses. In addition, spring meeting/s are planned.

4. Survey of Student Participation in the Human Corps

The survey of California State University student participation will be included in the 1989 Student Needs and Priorities Survey (see Appendix C). In addition to questions which relate to the demographics of the students participating in the survey, questions on the community service activities of CSU students will be asked. The survey will be administered by trained personnel in classrooms.

The questions on community service include information about the hours and weeks of service provided; the type of service provided; the type of agency served; whether a student received pay, credit, or other incentives for service or, if the student was a volunteer, any recognition received for such volunteerism; the motivation of the student to serve; the perceived effect of such service on career objective, social involvement, understanding and appreciation of the student's academic studies, and understanding and sensitivity to the problems of others.

The sample questions have been reviewed by the CSU Task Force and by all campus coordinators. The University of California intends to use identical questions so data will be comparable.

5. Videotape of the CSU Human Corps

A six minute videotape which briefly documents the CSU Human Corps was shown at the November meeting of the CSU Board of Trustees. A copy of this tape is included as Appendix D.

Campus Activities.

In addition to systemwide activities and continuation of excellent campus programs which have existed for years, implementation of the Human Corps legislation proceeds on campuses. Campuses have submitted campus reports (see Appendix E for these reports and Appendix F for additional campus programs). The summary of the progress in implementing the specific requirements of the legislation follows.

1. Establish a Task Force composed of students, faculty, community representatives, and campus administration.

Each campus established a Task Force composed of students, faculty, community representatives, and campus administration. Many campuses also formed committees to serve as ad hoc workgroups. System and campus Task Forces continue to meet on a regular basis. Community participation and involvement in these planning activities is extensive.

2. Propose strategies for surveying existing levels of student participation.

In addition to participation in the SNAPS survey described above, some campuses chose to survey student participation on the individual campus. For example, at California State University, Long Beach as part of Fall 1988 registration, all continuing students were surveyed to determine the level of their community service involvement. The results indicate that approximately 30% of the students were involved in some form of community service during the previous year. California Polytechnic State University, San Luis Obispo estimates that 20% of the student body participate in some form of community service each year. The results of the Sonoma State University survey indicate 34% of the respondents are engaged in community service activities.

3. Propose strategies for substantially expanding the level of student participation by June 30, 1993.

Campuses proposed strategies substantially expanding the level of student participation. For example, California State University, Bakersfield and California State University, Fullerton received Campus Compact grants to assist in this effort. Strategies for implementation addressed such issues as extrinsic and intrinsic incentives, faculty involvement, organization and administrative considerations, and policy implications.

Campuses emphasized the importance of building on the strengths of existing programs; developing programs of awareness and recognition; building a data base; coordinating efforts; improving communication; providing an atmosphere which encourages the efforts of all campus constituencies including students, faculty, staff and administrators; utilizing a wide range of funding sources; providing adequate training and supervision; and increasing rewards for faculty involvement.

4. Establish criteria for determining what activities reasonably qualify as community service (implies definition of community service).

Campuses established criteria for determining what activities reasonably qualify as community service. Such criteria imply a definition of community service. These campus definitions are adaptations of the language from the Human Corps legislation and the CSU Human Corps Task Force Report. The legislation defines community service as:

> ...work or service performed by students either voluntarily or for some form of compensation or academic credit through nonprofit, governmental, and community-based organizations, schools or college campuses.

The CSU Task Force defined community service as follows:

> For the purposes of this report, community service is defined as all human and social service action, government service, and community service action provided by campus organizations, public or private community agencies, or businesses that will nurture a sense of human community and social responsibility in our college students, and contribute to the quality of life for individuals and groups in the community. Community service activities may be volunteer, for compensation, and/or for credit work that provides the student with direct experience. Indirect experience may be appropriate depending on the nature of the activity, its value to the community, and educational value to the student.

While much agreement exists on the basic definition of community service, some variation occurs across campuses. Definitions and criteria tend to be general and not overly restrictive; campuses indicate a desire to refine these criteria after experience with the Human Corps program. Campuses cite the importance of responsiveness to community needs. Emphasis is placed on the need for service to be relevant to curricular goals and complimentary to the academic mission of the campus.

5. Establish criteria to determine which community agencies and campus programs qualify for student assistance.

Campuses proposed which community agencies will qualify for student assistance. In general these are in accord with the list of agencies which the CSU Task Force cites in its definition of community service, namely community service activities in campus organizations, public or private community agencies, or businesses. Examples include the following.

Community service work sponsored by the college/university (both for credit and non-credit), including experiences through: on-campus community service coordinating offices; major-related experiential programs (internships, field work); class-related projects; community outreach programs; student organization service projects; programs co-sponsored with community organizations; student services programs; student leadership activities.

Community service work sponsored by private, non-profit agencies and organizations such as, Big Brothers/Big Sisters, YMCA/YWCA, Crippled Children's Society, Traveler's Aid, American Red Cross.

Community service work sponsored by for-profit organizations or businesses where the purpose is to meet a community need, in addition to making a profit such as, hospitals, nursing homes, community outreach/support programs sponsored by industry.

Community service work sponsored by churches where the intention is to meet secular community needs, not proselytizing new members such as, child care centers, soup kitchens, food banks, community service centers, homeless shelters.

Community service work sponsored by the Federal, State, county or local governments such as, hospitals/health care facilities, city recreation/sports departments, Conservation Corps, children's services, immigrant assistance programs, VISTA, Peace Corps.

Community service work sponsored independently by a student or students that meets a community need not being met by existing organizations or services such as a project to assist senior citizens living in a low income area with needed home repairs, or a project to collect clothing for earthquake victims.

Community service work sponsored by public or private schools such as adult literacy, classroom aides, school camps, ESL, tutoring, before- and after-school child care services.

6. Develop a statement regarding the institution's commitment to community service to be included in application and orientation materials.

The legislation also requires that each campus develop a statement regarding the institution's commitment to community service to be included to application and orientation materials. Statements have been developed; campuses emphasize the development of community service as part of the students total educational experience -- as service learning -- in keeping with the mission of the University.

7. Develop a statement regarding the decision whether to offer academic credit for community service.

The legislation also required each campus to develop a statement regarding the decision on whether to offer academic credit for community service. A variety of strategies exist among the campuses. Campuses report that a wide range of credit offerings already exist or have been developed. These courses are upper and lower division courses offered through departments, general studies, cooperative education, etc. Campuses restate the importance of adhering to appropriate academic decision-making, working through normal academic channels. Service learning opportunities must be meaningful, supervised, tangibly relevant to the subject matter, of sufficient quality to merit University level recognition, and consistent with the mission statement of the University.

8. Develop a cost estimate for compliance with AB 1820.

Each campus was required by the legislation to develop a cost estimate for compliance with AB 1820. Many campuses are still developing such estimates. For those campuses which provided estimates, the projections range from $80,000 to involve 500 students; $81,700 to initiate the Human Corps program; $150,000 to $180,000 per year to implement the program. Costs to be covered by these funds include direct student support, program administration, staffing, operational expenses, student supervision, and technical assistance. Universal agreement exists on the need for additional funds for campuses to be fully responsive to the intent of the Human Corps legislation.

9. Cite Other Areas of Concern

Another area of concern to campuses is the issue of liability. There are two areas of concern -- injury to students and injury to third parties by students. This issue is under active consideration and may require action by the University.

Campuses also comment on the issue of academic governance. The CSU Academic Senate prepared a statement entitled "The Place of Student Community Service (Human Corps) Within the University" in which the Senate endorses the concept but identifies issues that must be considered, including resource issues and academic issues. They state the need for academic rationales that are program-specific, clearly defined and developed in consultation with faculty and for the setting of goals for student participation.

Another area under study is the issue of workload implications. In terms of faculty compensation, the Task Force has emphasized the necessity of compensating faculty who teach Human Corps courses through the generation of credit. However, the increased workload for staff without additional compensation is also a concern.

Model Programs

California State University, Bakersfield

An example of a related program upon which the California State University, Bakersfield (CSB) campus hopes to build is the Management Internship and Cooperative Education programs funded since 1980. The two programs place about 250 students per academic year in service and work situations in community and government agencies. In 1987 funds from the California Lottery enabled the campus to place an additional 35 students in community service campus program slots. An example of such service is the provision of analysis of bubonic plague data and the monitoring of the rodent population and surveillance of potential sites for bubonic plague infestation.

In addition, a number of students perform community service outside any organized program of the campus. An early priority in the Human Corps program will be an attempt to secure data on these students and the services they contribute.

California State University, Chico

Several programs on campus provide formal mechanisms for involving students in community service activities. Among these programs are Community Action Volunteers in Education, Community Legal Information Center, and Educational Support Programs for Women. In 1987-88, 1,674 students participated in the Community Action Volunteers in Education (C.A.V.E.) program.

An example of such community service was the student participation in the "Movement Unlimited" camp for disabled children. This sports camp affords physically disabled children an opportunity to participate in campus adaptive sports and recreational programs. The camp also provides Chico students opportunities to see how course concepts can become a practical hands-on approach to working with disabled children.

California State University, Dominguez Hills

At California State University, Dominguez Hills (CSUDH), public school outreach in the arts has been a long-standing university commitment for community service. For example, a special performance of "A Mid-Summer's Night Dream" for the hearing impaired. Three hundred people participated in the performance.

In addition, other activities included providing weekly dance classes at a high school, producing a composition and performing music, creating and organizing a summer camp model for high school students in the arts, child care and tutorial services, and counseling with the probation department.

California State University, Fresno

California State University, Fresno (CSUF) placed several students in agriculturally-related agencies such as the California Institute of Rural Studies, the San Joaquin River Commission, and the University of California Extension Services. In addition, services provided included research, counseling, report writing, public relations, animal care, instruction, marketing and program management in numerous public and non-profit organizations.

California State University, Fullerton

Numerous community service activities are sponsored by the fraternities and sororities at California State University, Fullerton (CSUF). Examples of such projects include sponsorship of Camp Titan, the distribution of cancer information to thousands of households, work with the Boys Club, Senior Citizens Center and the Special Olympics, the Canned Food Drive for the Orange County Food Bank, Hands Across America, Gallaudet College for the Hearing Impaired, House Ear Institute, and numerous other community agencies.

California State University, Hayward

Concern with the futures of delinquent children is expressed through internships at California State University, Hayward (CSUH). Students work with the Alameda County Department of Probation to provide services to juvenile delinquents and their families. Students interview and counsel clients, prepare papers for municipal judges, supervise young adults, and work with their schools and families.

Humboldt State University

Humboldt State University (HSU) has had an extensive and varied series of student community service programs since the 1960s. These community service opportunities range from brief events requiring no special preparation to multi-year projects requiring pre-professional skills. Community service opportunities which have substantial academic content may carry academic credit. Community service possibilities are available to students in all academic majors, and all students are encouraged to participate in one or more projects during their years at Humboldt. Community service is considered a desirable part of the college experience. Student initiated and directed projects through the Youth Educational Services programs provide a model for such activities which has been replicated on other college campuses.

California State University, Long Beach

California State University, Long Beach (CSULB) has for years been actively involved in the community. Since 1971, with the founding of the Educational Participation in Communities (EPIC) program, CSULB has supported a centralized office to recruit student volunteers and to channel their time, energy and skills to those individuals and groups in the community who need assistance. Because of the size of the existing EPIC program and for cost effectiveness, the Human Corps program has been integrated into the services of the Career Development Center within the Student Services Division.

This structure provides a continuum and developmental sequence for the students' career decision making. Within one organizational operating unit, a structure is provided which integrates career planning, Human Corps/EPIC, student employment (part-time jobs), cooperative education (full-/part-time internships), and career placement. The Manager of Cooperative Education and Volunteer Services has an indirect relationship to the Academic Affairs Division and works very closely with the Academic Coordinator of Cooperative Education. All Co-Op/EPIC students who work 10 hours or more per week are allowed to enroll in an intern course for 1-3 credit units. Co-Op/EPIC courses are currently offered in six of the eight academic schools.

California State University, Los Angeles

California State University, Los Angeles (CSULA) provides opportunities for community service through several programs. First is the Student Internships in Community Service, a lottery supported program which provides paid internships and support services to students involved in service-learning activities. Next, the campus has active and dynamic Co-operative Education and EPIC programs, course offerings such as Community Service and Cooperative Education courses, federal Work Study for part-time, paid positions in community and public service agencies for low-income students. In addition, the campus plans to develop a universitywide service project which will concentrate a student service activity into a common target area of community need. Students will participate regardless of major area of study.

California State University, Northridge

California State University, Northridge (CSUN) has a long history of service to the disabled, both on-campus and off-campus activities. These activities assist disabled children and adults to lead productive, meaningful lives and to contribute service to their community as well. One such program supported projects for deaf/hearing impaired individuals, providing management support services, developing a videotape, providing sign language instruction and tutoring, and producing several special projects.

California State Polytechnic University, Pomona

Class projects, internships and cooperative education have always been an integral part of the Cal Poly educational experience. Current programs serve such activities as health care, child care, literacy, education (including tutorial services), vocational rehabilitation and training, social services, legal services, transportation, housing and neighborhood improvement, public safety, crime prevention and control, recreation, and rural development.

California State University, Sacramento

Public school outreach was the focus of one model program at California State University, Sacramento (CSUS). Student interns were placed at three local elementary schools with a high concentration of low income and ethnic students. Theatre arts students and science students combined the arts with multicultural themes, including dramatic characterizations of the lives of Harriet Tubman and Martin Luther King, Jr. Nursing students provided health education services, increased parent contact and involvement in health problems, and set up a health record system. Counseling interns provided individualized, group, and parent counseling, as well as fostering career awareness among students.

California State University, San Bernardino

Although a variety of internships are provided at California State University, San Bernardino (CSUSB), a major focus is placed on local health agencies. Some of the agencies served are the American Cancer Society, Inland Counties Hypertension Control Council, American Diabetes Association, Riverside General Hospital.

San Diego State University

At San Diego State University (SDSU), several programs are exemplary. These include the efforts of the Associated Students Community Service Network, the Campus-Y, and Lottery funded internships. In addition, the campus sponsors a recognition program called "Quest for the Best" which identifies ten students who have excelled in scholastic performance, service to their peers and to the community. Also, two academic programs merit comment -- General Studies 200 and 400 options to provide professional experience and community service. General Studies 200 and 400 are academic programs in which students may receive up to six units of credit applicable to the bachelor's degree for academic work designed with faculty approval to complement concurrent paid or unpaid professional or community service experience. The purpose of the program is to provide supervised internship experiences to students in departments which do not have formal internship programs. Academic credit is awarded not for the activity itself, but for the learning that takes place as a result of a structured and usually research-based analysis of the employment or community service experience.

San Francisco State University

Students serve in the Community Involvement Center at San Francisco State University (SFSU) as one activity of the Human Corps program. The Center is an interdisciplinary, experiential education and community service program which provides academic credit, training, and support for students volunteering in the Bay Area. The Center also recruits, advises, and makes referrals to thousands of students interested in volunteering independent of on-campus supervision and without course credit.

San Jose State University

San Jose State University (SJSU) offers a academic opportunity for students to provide community service while earning academic credit in an academically-sound program. Community Concepts 157 focuses on specific faculty interest and the student's area of study, i.e., the English Department will offer English 157 (Community Concepts) for students to assist in literacy training. The Department will provide faculty time for the course, and the faculty member will become part of the Human Corps Faculty Team. A brief proposal consisting of a description of service to be provided, identification of an agency supervisor, program description, time line, and project evaluation is required. School-sponsored, agency-sponsored, or organization-sponsored activities may consist of, but not be limited to, tutoring, literacy training, E.S.L., recreational, cultural, or helping activities. Services may be health based, counseling, parent outreach, sports participation, organizing of community fairs and events, educational information, helping the homeless, substance abuse education, developing peer support groups, citizenship, help for the aging, and community development. Another opportunity for participation exists through the Si, Se Puede academic offering which provides reassigned faculty time for coordination of student community service in the schools, for coordination of Human Corps activities, and for student supervision of community activities.

California State Polytechnic University, San Luis Obispo

California State Polytechnic University, San Luis Obispo (CSPU,SLO) has been involving students in community service to the San Luis Obispo area for over 15 years through student-directed volunteer programs and through academic internships, senior projects, and class projects. Currently, the avenues to service are many and varied. The community service program, in the broad sense, is decentralized. That is, service/learning is coordinated primarily at the departmental level. Student-directed service is operated primarily at the individual students club level. Several independent "centers" have been established. A 1985-86 Survey of Academic Department Chairs revealed that Cal Poly's "learn by doing" philosophy has contributed to the development of a fairly extensive program of "service/learning." Almost one-half of all academic departments offer internships, senior projects, special problems courses, independent study and/or regular classes with project components that result not only in learning by the students but in community service. In addition, four of the seven have established special programs which combine academic work with service and/or which advocate volunteerism.

One example is The Cal Poly Counseling and Counseling Clinic (School of Professional Studies and Education) which provides free counseling to the public. The clinic is staffed by graduate students in the Counseling and Guidance program and includes counseling in personal growth, family counseling, couple concerns, life/career planning, parenting, communication.

In addition, the campus has many student-directed service programs. Also in 1985, a survey of student organizations began. This survey indicates that roughly 20 percent of all student organizations include service projects among their groups' activities. Among the larger student-directed service providers are the Associated Students Incorporated, Student Community Services which operates seven ongoing service projects with 250 volunteers providing direct service throughout the academic year and the fraternities and sororities.

Sonoma State University

Sonoma State University (SSU) has a long and rich commitment of community service with a student-initiated program (Community Involvement Program) developing into an ongoing community service program which has been integrated into the curriculum. Additionally, students have engaged in community service through departmental internship programs which are offered through many of the academic departments. The Career Development Center serves as a clearinghouse of information regarding community service opportunities by maintaining contact with area agencies and posting opportunities in the center and in academic departments as well.

A survey was administered and the results reveal that currently 34% of the respondents are engaged in a community service activity, with the largest participation being voluntary (15%); that 16% of the students spent more than 32 hours per year in community service, with 13% spending between 1 and 10 hours, 9% from 11-20 hours, and 10% from 21-30 hours/year; that the primary reason given for not being engaged in a community service activity was "not enough time" (35%).

California State University, Stanislaus

At California State University, Stanislaus (CSUS) students worked as counselors in drug and alcohol rehabilitation centers, as advisors in a South East Asian refugee farm project, as tutors in math and English as a Second Language program, as campaign marketing advisors for the United Way, as program developers for the Volunteer Center and the Boy Scouts, as teachers of the developmentally disabled, as gallery coordinators for the Turlock Arts Commission, and as researchers for the Hazardous Materials Division of the Stanislaus County Environmental Resources Office.

Conclusion

In closing, The California State University is moving forward purposefully and with enthusiasm in developing Human Corps programs on each of its 19 campuses. Many excellent community service programs exist and are being expanded. Other programs are being developed to increase the level of student participation. Campus Task Forces have responded to the requirements of the legislation to develop criteria and definitions, to propose strategies for increasing student participation in ways which are responsive to their communities, to develop plans for surveying such participation, and to propose budgets for full implementation.

The CSU believes that the Human Corps offers students, faculty, and staff an opportunity to expand and deepen the sense of commitment to society and to one's own community. With proper funding, the CSU can build on existing successful programs and already established community relationships. The mission of the University which states "The mission of The California State University....is to provide public services that enrich the university and its communities" will be enhanced and supported.

APPENDICES

APPENDIX A	CSU HUMAN CORPS TASK FORCE REPORT (with Executive Summary)
APPENDIX B	LOTTERY REPORTS STUDENT INTERNSHIPS Community Service STUDENT INTERNSHIPS High School Students
APPENDIX C	PROPOSED REVISIONS OF SNAPS-89 QUESTIONAIRE
APPENDIX D	CSU: THE HUMAN CORPS (SIX MINUTE VIDEOTAPE)
APPENDIX E	CAMPUS REPORTS
APPENDIX F	CSU STATELINE OF NOVEMBER 1988

Appendix A

REPORT OF THE CALIFORNIA STATE UNIVERSITY
HUMAN CORPS TASK FORCE

JUNE, 1988

HUMAN CORPS TASK FORCE REPORT
EXECUTIVE SUMMARY

In Fall 1986, Chancellor Reynolds established the Task Force on Civic Service Internships, which has since been renamed the CSU Human Corps Task Force, to conform with AB 1820. AB 1820 mandated that the state's public colleges and universities create a human corps program to encourage community service on the part of students. The charge to the Task Force is to explore and recommend ways in which The California State University might increase learning experiences for students and impact on significant human and community needs.

The Task Force includes persons serving as liaisons to the primary CSU constituencies--the CSU Academic Senate, the California State Student Association, the campus presidents, and community members representing various public/social agencies.

Task Force members prepared papers on various issues related to community service programs already operating in the CSU and prepared and distributed a draft report.

The Task Force sought and received comments and recommendations from CSU campuses, the California State Student Association, the CSU Academic Senate, interested community organizations, and other universities. A status report was submitted to the California Postsecondary Education Commission in May 1988 and approved for transmittal to the Legislature. The final report of the Task Force includes additional related subjects, such as student insurance and liability, faculty workload, academic integrity, student supervision, and program organization.

To increase student participation, the Task Force has outlined a number of ways by which students might be encouraged to engage in human or civic service for academic credit, for pay, or as a volunteer activity. In order for human service activities to become an integral part of the students' life on CSU campuses, adequate fiscal and administrative resources must be secured. The Task Force recommends that The California State University seek stable, on-going general fund support.

The attached Task Force report, including recommendations, is intended to be viewed as general guidelines. Each campus in the CSU is expected to structure its own program based upon campus size, geographical location, diversity of student population, and the academic and community service programs currently in existence.

RECOMMENDATIONS

1. The Task Force recommends that community service be an integral part of the academic life of students as a learning experience.

2. The Task Force recommends that The California State University develop incentives for community service.

3. The Task Force recommends that The California State University work actively to involve students, faculty, staff, and administrators in the development or expansion of campus-based community service programs tailored to the needs and resources of the campus and its community/communities.

4. The Task Force recommends that a systemwide committee be designated, with campus representation, to link all campus-based community service programs. The committee would provide support for these efforts, foster the exchange of information and ideas, and provide advice to the Chancellor's Office on such issues as budget and program, database development, and evaluation of effectiveness of community service.

5. The Task Force recommends that each campus develop or designate an individual/office/unit which will serve as the focal point for community service on the campus and coordinate community service activities.

6. The Task Force recommends that each campus establish a campus task force to work with the individual/office/unit designated to serve as the focal point for the campus. The campus task force will set goals for student participation and will recommend ways of establishing, coordinating, implementing, and evaluating a community service program appropriate to the individual campus. This would include a qualitative and quantitative assessment of the total experience of the campus. These recommendations will include the mechanisms for establishing relations with organizations which provide community services, the types of organizations and individuals students will serve, the training needs of student participants, and the criteria for student participation.

7. The Task Force recommends that adequate funding be secured for student stipends, administration, technical assistance, training, and supervision/support of students before implementation of the program.

As the Task Force proceeded and the potential for student and community enrichment unfolded, a commitment to student community service developed. It became clear that opportunities exist to serve the desperate needs of California communities, to strengthen the sense of civic responsibility on campuses, and to join the theoretical and practical aspects of learning.

TABLE OF CONTENTS

	PAGE NO.
Foreword	1
Membership -- CSU Human Corps Task Force -- 1988	3
Membership -- CSU Task Force on Civic Service Internships	4
Introduction	5
Definitions	6
Recommendations	7
I. Overview of Community Service by Students	12
1. Introduction	12
2. A Profile of Students in the CSU	14
3. Existing Community Service Programs in the CSU	15
II. Role of the Academic Community in Promoting Community Service	21
1. Campus Advisory and Planning Group	21
2. Service for Academic Credit	21
3. Utilizing and Expanding Existing Programs	23
III. Organization and Administration of Community Service Programs	24
IV. Campus/Community Relationships	27
V. Fiscal Issues	31
1. Cost of Administering Programs	31
2. Incentives and Costs Associated with Them	32
3. Funding Sources for Community Service by Students	34

FOREWORD

The work of the original CSU Task Force on Civic Service Internships culminated in a draft report which can best be reflected as a labor of love. From the inception of the Task Force's deliberations, consensus was reached on the concept that human service internships can provide valuable and lasting experiences for students and contribute positively to the greater society.

The CSU Task Force on Civic Service Internships was created by Chancellor W. Ann Reynolds in response to a growing national and California concern about the future of our society. The Task Force recognized an increasing division of the United States into fragmented subcultures -- delineated not only on the traditional basis of ethnic origin, but also by age, religion and differing lifestyles. Many believe that there has been an obvious weakened social commitment in our society. Higher education literature provides evidence of increased materialism and self-centeredness, lower ethical standards, increased racial intolerance, and a weakened sense of social commitment. The print and electronic media daily offer examples of this perceived decline in values and social commitment.

On the positive side, as the Task Force began its work, the California State University had already taken steps to strengthen programs of human service on its 19 campuses. Upon the recommendation of Chancellor Reynolds, the CSU Board of Trustees allocated $1.0 million for human service program development and expansion in its 1986-87 Lottery Budget. These funds, distributed to campuses with guidelines endorsed by the Task Force, were also used to place student interns in 160 high schools characterized by high levels of minority enrollment. Positive reports from the campuses on the 1986-87 activities resulted in continued support of these programs in the 1987-88 CSU Lottery Budget, adopted in May, 1987.

Following these actions by the CSU, the California Legislature has become actively involved in the issue of student participation in human service, initially through supplemental language introduced in the 1986-87 state budget. This language was introduced by Assemblyman John Vasconcellos and adopted as ACR/158. The original report sent to the California Postsecondary Education Commission Task Force was, in part, a response to ACR/158. Since the original draft was submitted, the legislature passed into law AB 1820 which mandated that the state's public colleges and universities create a Human Corps program to encourage community service on the part of students. The Task Force, with the support of Chancellor Reynolds, was able to offer input to Assemblyman Vasconcellos which was reflected in the final AB 1820 legislation.

Though strongly supporting the legislature's goals of achieving greater involvement by students in human service activities, the Task Force is gratified that after careful consideration the legislature passed a voluntary rather than mandatory participation program. The Task Force recommendation of a voluntary program was supported in the attached document of the state-wide Academic Senate of the California State University, "The Place for Student Community Service (Human Corp) within the University" AS-1759-87 AA, November 5-6, 1987.

Beyond a fundamental governance issue, the Task Force was also concerned that mandated service might negatively affect access for some students, in particular, students from economic and cultural backgrounds that already experience barriers to university entrance and degree completion. There was concern that human service as a graduation requirement would be counterproductive to the CSU efforts of increasing student diversity.

The present Task Force has been reconfigured to conform with AB 1820 and is now called the Human Corps Task Force. The members believe that an active set of programs, offering a variety of incentives, might accomplish the same legislative objectives in ways that would not impose hardships on disadvantaged students who are least able to accommodate them. To increase student participation, the Task Force has outlined a number of ways by which students might be encouraged to engage in human or civic service -- through academic credit, paid internships, volunteer services and enhanced recognition programs. The Task Force believes that, with adequate fiscal and administrative resources, human service activities will become an integral part of the students' life on CSU campuses.

The original Task Force included persons serving as liaison to the primary CSU constituencies, the CSU Academic Senate, the California State Student Association, and campus presidents representing the CSU Executive Council. The CSU is grateful to the original chair of the Task Force, William W. Vandament, and all those community representatives, campus constituents, students, and the state-wide Academic Senate who participated in the process and offered their valuable contributions.

John W. Shainline

John W. Shainline
Chair, Human Corps Task Force

THE CALIFORNIA STATE UNIVERSITY
HUMAN CORPS TASK FORCE
MEMBERSHIP -- 1988

Mr. John W. Shainline (Chairperson)
Vice President for Student Services
California State University,
Long Beach
1250 Bellflower Boulevard
Long Beach, California 90840
(213) 985-5587

Mr. James E. Aldredge
City Manager
2326 Fresno Street
Fresno, California 93721

Mr. Richard Bell
Executive Director
Literacy Volunteers of America
2131 University Avenue
Berkeley, California 94704
(415) 540-1241

Father Joe Carroll
President
St. Vincent de Paul Center
Program
1501 Imperial Avenue
San Diego, California 92101

Dr. Hal Charnofsky
Professor of Sociology
California State University
Dominguez Hills
Carson, California 90747

92407

Dr. Diane Halpern
Professor of Psychology
California State University
San Bernardino
Chico
5500 University Parkway
San Bernardino, California 92407

Ms. Lydia Lopez
3597 Griffin Avenue
Los Angeles, California 90031

Dr. John W. Moore
President
California State University
Stanislaus
801 West Monte Vista Avenue
Turlock, California 95380

Mr. Richard Quinn
Student
2407 Larkspur Lane, #270
Sacramento, California 95825

Ms. Lois Risling
Director, Indian Teacher and
Educational Personnel

Humboldt State University
Arcata, California 95521

Dr. James Rosser
President
California State University
Los Angeles
5151 State University Drive
San Bernardino, California

Dr. Gerald R. Stairs
Provost and Vice President
Academic Affairs
California State University,

First and Normal Streets
Chico, California 95929

Chancellor's Office
Dr. Janice Erskine
Associate for Academic Programs
Academic Affairs
Suite 304

Dr. Elena Macias
Associate Dean, Outreach
Academic Affairs
Educational Support
Suite 318

Dr. Diane Vines
Director, Special Programs
Suite 214

Observers
Ms. Catherine Castoreno
Director of Health Services
California Postsecondary
Education Commission
1020-12th Street, 3rd Floor
Sacramento, California 95815

Dr. Wade Hawley
Associate Director, Student Services
California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, California 90804

Mr. John Richardson
CSSA Liaison
Chancellor Office
Suite 208

THE CALIFORNIA STATE UNIVERSITY HUMAN CORPS TASK FORCE
MEMBERSHIP -- 1988

Mr. John W. Shainline (Chairperson)
Vice President for Student Services
California State University, Long Beach
1250 Bellflower Boulevard
Long Beach, California 90840

Mr. Richard Ahern
Student
Sonoma State University

Mr. James E. Aldredge
City Manager
Fresno

Father Joe Carroll
President
St. Vincent de Paul Center
San Diego
(Alternate: Ms. Mary Case)

Dr. Hal Charnofsky
Professor of Sociology
California State University,
Dominguez Hills

Mr. Lloyd Collins
Student
San Diego State University

Dr. Diane Halpern
Professor of Psychology
California State University, San Bernardino

Dr. John W. Moore
President
California State University, Stanislaus

Ms. Lois Risling
Director, Indian Teacher
and Educational Personnel Program
Humboldt State University

Dr. James Rosser
President
California State University, Los Angeles

Dr. Bob H. Suzuki
Vice President for
Academic Affairs
California State University, Northridge

Chancellor's Office

Dr. Janice Erskine
Associate for Academic Programs
Academic Affairs

Dr. Diane Vines
Director, Special Programs
Academic Affairs
Chancellor's Office

Dr. Elena Macias
Associate Dean, Outreach
Academic Affairs
Educational Support

Observers

Dr. Roslyn Elms
California Postsecondary
Education Commission

John Richardson
CSSA Liaison
Chancellor's Office

Dr. Wade Hawley
Associate Director
Student Services
California State University,
Long Beach
(For Chair Shainline)

MEMBERS OF THE TASK FORCE ON CIVIC SERVICE INTERNSHIPS
1986-1987

Dr. William Vandament, Chair
Vice Chancellor
for Academic Affairs
Office of the Chancellor

Mr. James E. Aldredge
City Manager
Fresno

Father Joe Carroll
President
St. Vincent de Paul Center
San Diego

(Alternate: Ms. Mary Case)

Dr. Hal Charnofsky
Professor of Sociology
California State University
Domingiuez Hills

Dr. Diane Halpern
Professor of Psychology
California State University
San Bernardino

Dr. John W. Moore
President
California State University,
Stanislaus

Dr. James Rosser
President
California State University,
Los Angeles

Mr. John W. Shainline
Vice President for
Student Services
California State University,
Long Beach

Dr. Bob H. Suzuki
Vice President for
Academic Affairs
California State University,
Northridge

Mr. Lloyd Collins
Student
San Diego State University

Mr. Richard Ahern
Student
Sonoma State University

Ms. Lois Risling
Director, Indian Teacher
and Educational
Personnel Program
Humboldt State University

Chancellor's Office
Program Coordinators

Dr. Diane Vines
Director, Special Programs
Chancellor's Office

Dr. Charles Lindahl
State University Dean
Educational Support
Services and
Institutional Relations

Staff

Dr. Janice Erskine
Office of the Chancellor

INTRODUCTION

In response to a growing concern in California, nationally, and within the California State University, in Fall 1986, the Chancellor established the Task Force on Civic Service Internships which has since been renamed the CSU Human Corps Task Force. The charge to the Task Force is to explore and recommend ways in which the California State University might respond to the need to increase experiences in human and community service for our students. Such experiences are seen as inherent in the general mission of the CSU to prepare an educated and socially conscious citizenry. These activities are important for students because it enhances their academic preparation through practical involvement and provides insight to possible academic and career choices. Some opportunities might also defray the students' educational costs. In all instances, students would be helping to meet the needs of local communities by assisting the disadvantaged or by working in community agencies that provide public service.

Task Force members prepared papers on various issues related to community service programs already operating in the CSU. The reports included characteristics of CSU students, development of effective campus/community relationships and the role of students, faculty and administration in promoting community service by students. In addition, possible sources of funding for community service programs were outlined. The Task Force further explored and considered such issues, as the preparation of students for the service learning ventures, criteria for student and agency participation and resource requirements for community service programs.

The Task Force sought and received comments and recommendations from CSU campuses and the CSU Academic Senate. The Task Force also considered papers and recommendations prepared by a community group in San Diego and from three separate campus directors of community service programs as well as program reports from other state and national universities. Based on the information gathered and analyzed, the Task Force has incorporated many of these recommendations into the preliminary report which follows. Additional related subjects such as student insurance and liability, faculty workload, academic integrity, student supervision and program organization have been addressed.

The attached Task Force report, including recommendations, should be viewed as only general guidelines. Each campus in the CSU has the autonomy to structure its own program based upon campus size, geographical location, diversity of student population and the academic and community service programs currently in existence.

DEFINITION AND EXAMPLES OF HUMAN CORPS COMMUNITY SERVICE

Defining community service is an evolving process. As information on campus experiences is available, the process of community service will be further clarified, operationalized and individualized. The definitions in this report are guidelines only and are not intended to be all-inclusive.

For the purposes of this report, community service is defined as all human and social service action, government service, and community service action provided by campus organizations, public or private community agencies or businesses that will nurture a sense of human community and social responsibility in our college students and contribute to the quality of life for individuals and groups in the community. Community service activities may be volunteer, for compensation, and/or for credit work that provides the student with direct experience. Indirect experience may be appropriate depending on the nature of the activity, its value to the community, and educational value to the student. Examples include the following activities.

Community service work sponsored by the college/university (both for credit and non-credit), including experiences through: on-campus community service coordinating offices; major-related experiential programs (internships, field work); class-related projects; community outreach programs; student organization service projects; programs co-sponsored with community organizations; student services programs; student leadership activities.

Community service work sponsored by private, non-profit agencies and organizations such as, Big Brothers/Big Sisters, YMCA/YWCA, Crippled Children's Society, Traveler's Aid, American Red Cross.

Community service work sponsored by for-profit organizations or businesses where the purpose is to meet a community need, in addition to making a profit such as, hospitals, nursing homes, community outreach/support programs sponsored by industry.

Community service work sponsored by churches where the intention is to meet secular community needs, not proselytizing new members such as, child care centers, soup kitchens, food banks, community service centers, homeless shelters.

Community service work sponsored by the Federal, State, county or local governments such as, hospitals/health care facilities, city recreation/sports departments, Conservation Corps, children's services, immigrant assistance programs, VISTA, Peace Corps.

Community service work sponsored independently by a student or students that meets a community need not being met by existing organizations or services such as, a project to assist senior citizens living in a low income area with needed home repairs or a project to collect clothing for earthquake victims.

Community service work sponsored by public or private schools such as adult literacy, classroom aides, school camps, ESL, tutoring, before- and after-school child care services.

RECOMMENDATIONS

1. The Task Force recommends that community service be an integral part of the academic life of students as a learning experience.

The California State University takes seriously its responsibility to educate students for civic commitment -- to have a sense of responsibility to society. It is further committed to the concept of service learning because the benefit to the student as an educational experience has been demonstrated in programs across the country. Experiential learning in community service is the ultimate goal of the Task Force efforts.

The Task Force envisions a future in which community service will be an integral part of the educational experience of students; therefore, the participation of students should not be limited to majors in the human service disciplines.

Community service programs should be designed to meet the special needs and circumstances of The California State University students. CSU students are ethnically diverse, somewhat older than traditional college students. Many are first generation college students. A large proportion come from low-income backgrounds and most work to help defray their college expenses. Therefore, the programs should be designed for a diverse student population. They should offer a variety of experiences that will enable students to meet their particular needs and circumstances and should be designed in such a way that each student would benefit educationally from such service.

Faculty should be encouraged to promote experiential education and incorporate the concept of volunteerism or civic service into the curriculum. When academic credit is involved, the programs must be designed to ensure academic integrity and clearly define student and faculty rights and responsibilities. Program specific academic rationales should be considered. Service experiences must meet established campus standards of teaching, learning, evaluation, grading, and faculty workload assignment. Although creative ways to award academic credit should be explored by appropriate campus committees, academic programs must be the responsibility of faculty and high academic standards must be maintained.

When academic credit is not involved, the service experiences should still meet established campus standards.

2. The Task Force recommends that The California State University develop incentives for community service.

   The goal is to identify a variety of approaches to community service that appeal to students and faculty so participation is encouraged rather than mandated. A program could involve a combination of activities, including: volunteerism; academic credit; paid internships or stipends; work study; grade improvement; prerequisite requirements for majors; a factor to be considered in the admission process to selected graduate programs; an option in the General Education requirement; interest deferrals on student loans; tuition discounts; in-kind support of volunteers with limited means; cooperative education; practicums; special recognition such as ceremonies, plaques and notation on transcripts; scholarships; priority registration; and programs sponsored and/or supported by associated student governments such as campus student group adoption of a service agency.

   Incentives should be developed for greater recognition of the involvement of faculty and staff, e.g., consideration of authorized community service as a factor in the retention and advancement policies for staff and faculty.

   To assist in providing incentives, the Task Force recommends that the Chancellor's staff be asked to investigate the legal and business ramifications, including insurance, of student participation in community agencies.

3. The Task Force recommends that The California State University work actively to involve students, faculty, staff, and administrators in the development or expansion of campus-based community service programs, tailored to the needs and resources of the campus and its community/communities.

   Some options for the role of student organizations, with institutional support, include improving awareness by: use of campus information dissemination opportunities to publicize projects and openings in community service; development of a community service newsletter; administration of student-directed community service projects; provision of office space or liability insurance; provision of incentives and possibly funding. There is a need to recognize that giving students the opportunity to originate, manage, and evaluate community service projects is in and of itself a maturing and educationally rich experience. Such programs utilize professional staff and ongoing advisory boards.

4. The Task Force recommends that a systemwide committee be designated, with campus representation, to link all campus-based community service programs. The Committee would provide support for these efforts, foster the exchange of information and ideas, and provide advice to the Chancellor's Office on such issues as budget and program, database development, and evaluation of effectiveness of community service.

5. The Task Force recommends that each campus develop or designate an individual/office/unit which will serve as the focal point for community service on the campus and coordinate community service activities.

   Designation of such a unit will increase the visibility and perceived importance of such service. This entity or individual would develop an on-campus pool of interested students while coordinating such a resource pool with the budget cycles and schedules of local social and civic organizations. The central clearinghouse/individual on each campus would also serve as a focal point for community agencies. Great care should be taken so as not to disrupt nor interfere with already existing successful programs.

6. The Task Force recommends that each campus establish a campus task force to work with the individual/office/unit designated to serve as the focal point for the campus. The campus task force will set goals for student participation and will recommend ways of establishing, coordinating, implementing, and evaluating a community service program appropriate to the individual campus. This would include a qualitative and quantitative assessment of the total experience of the campus. These recommendations will include the mechanisms for establishing relations with organizations which provide community services, the types of organizations and individuals students will serve, the training needs of student participants, and the criteria for student participation.

   The campus task force will study the unique campus needs and resources, taking into account what currently exists, the nature of the student population, and other CSU priorities. Each campus should have flexibility to develop a program suitable to its own needs, including those of students, the campus, and the community.

   The campus task force will recommend processes for the development of the community/campus relationship, including the mechanisms for establishing relations with organizations which provide community services. The campus task force will recommend guidelines, policies and procedures concerning the following:

- verifying that the program is responding to community needs;
- negotiating agreements;
- to recruiting, interviewing, and referring qualified students to the participating agency;
- monitoring the quality and effectiveness of the total experience;
- covering such issues as liability insurance;
- providing orientation and in-service training for the student including cultural awareness and information about clients served;
- providing a separate internship description for each different type of student internship available; to designate supervisory and performance review responsibilities; and
- providing a means of documenting student hours served.

In addition, the campus task force will make recommendations as to the types of organizations and individuals students will serve. The CSU Task Force discussions have revolved around the provision of community service by students in social service, health care, human service, government, and education settings. Such agencies as those belonging to United Way and League of Cities and Counties were included, as well as local schools, social service agencies and other volunteer agencies. The type of individuals to be served would include those persons currently being served by community agencies and schools. Such persons as the aged, disabled, children, the homeless and hungry, under-served and minority populations and functionally illiterate out-of-school youth and adults would be included in the "Human Corps" programs. In general, individuals would be served through existing community, education and government agencies.

Also, the campus task force will make recommendations concerning the training, supervision, and support by faculty and staff in cooperation with community agencies. The training needs of student participants will vary according to the student involvement model, the community service activity involved and the agency selected.

In general, the training would be negotiated with the community agency on an individual program basis with faculty/staff involvement. In some student involvement models, specific training would be unnecessary. Several factors are necessary, including securing realistic time commitments from volunteers, careful screening of applicants, strict accountability and adherence to procedures by all involved, and incentives in the form of graduation to supervisory and training positions for selected, highly effective volunteers. Students should be involved in all such decisions.

The campus task force should also recommend standards for projects including the minimum number of hours per week and the total number of academic terms. The criteria for student participation will vary with the specific individual needs of the student activity model and community agency. In general, the CSU Task Force recommends a student serve for a meaningful block of time, providing a direct service.

The campus task force should include representatives of community based organizations, schools, service agencies and umbrella organizations in order to provide for coordination and a comprehensive process for ensuring students do indeed serve the needs of the community. Membership should also include members appointed by student association leadership and academic senate leadership. Faculty representatives should be chosen in such a way that the entire instructional program is represented.

7. **The Task Force recommends that adequate funding be secured for student stipends, administration, technical assistance, training and supervision/support of students before implementation of the program.**

It will be necessary to fund such things as the establishment or expansion of the coordinating office on each campus, expansion of stipend-related activities, grant funds for student-directed programs, service advocacy, volunteer recruitment, management, placement, evaluation, transportation, and extraordinary expenses of the volunteer. Funds should be used to develop model programs in which a currently unmet social need is addressed through the use of students working in the local community or to enhance an existing program involving community service by students. Funding decisions should be made with consideration of all CSU priorities.

The Task Force recommends that state support be requested for campus coordinating units, data collection and direct support for faculty and students.

I. OVERVIEW OF COMMUNITY SERVICE BY STUDENTS

1. Introduction

Recent research has shown that the college students of the 1980's differ from those of previous decades in one major respect: they are more concerned with materialism and financial security than with social welfare or establishing a meaningful philosophy of life. The statistics in support of this conclusion come from several surveys. Astin and Green's recently published study of American college freshmen compared students in the mid 1960s to their present day counterparts. Only 44% of college students in the 1960s believed that "it is essential or very important to be very well off financially"; whereas, 71% of today's students maintain this belief. Correspondingly fewer of today's college students are planning a career in human service fields, e.g., the proportion seeking a career in elementary or secondary education is lower than in the past (24% in the 1960s versus 5% in 1985). The cynicism of the "me" generation is apparent in the finding that almost 90% of the 1960's college cohort wanted an education that would help them "benefit mankind" while only 42% of today's college students consider this a valid educational goal.

It is difficult to predict the long term effects for society and the individual of this shift in attitude. The immediate effects on our universities are apparent as enrollments in business, computer science, and engineering have skyrocketed with a concomitant decline in the humanities, social sciences, and selected disciplines in the natural sciences.

Like any rapid and mass sociological trend, there is some evidence that the pendulum is ready to swing back. Amid the quest for increasing materialism, there are new indicators of a reversing trend toward concern with social issues and a renewed interest in volunteerism. It is important that the university provide opportunities and incentives so that students can develop a social conscience and greater understanding about the multifaceted world in which they live.

Community Service and the University's Mission. The modern university has multiple missions. It should serve as a place where students and professors grapple to understand and communicate information within and across academic disciplines. It is a place where students test their ideas and examine how well they stand up to opposing points of view.

The development of civic responsibility, including knowledge of and concern for society, is an integral part of the mission of higher education. This is especially true for state-supported public institutions in which the students benefit from contributions made by every sector of society. Civic literacy is no less important than the ability to comprehend written text or the development of numerical facility. The authors of the recent Carnegie Report on Undergraduate Education agree: "We recommend that all students complete a service project - volunteer work in the community or at the college - as an integral part of their undergraduate experience."

Benefits to the Students. A community service internship or other volunteer experience offers many benefits to students. Students have already spent twelve to thirteen years sitting in classrooms before they begin their freshman year. Most of their education has been obtained in a passive manner. Not surprisingly, many students report that they are bored with formal education. These students should respond eagerly to a genuinely challenging educational experience concerned with ecologically valid ("real world") issues, especially if they receive course credit, payment, special commendations or notations on their diploma or transcript, or some other tangible recognition of the value of their participation.

Community service internships provide job-related experiences that can give participants a competitive edge when seeking employment. Like any work experience, internships require students to meet deadlines, solve problems, maintain production, develop leadership, and handle a myriad of work-related tasks. Students who elect internships, and other civic service activities, will gain greater knowledge of the realities and responsibilities of the work place. These activities also allow students the opportunity to make professional contacts and should result in letters of recommendation from program directors and supervisors.

The experience gained in community service can foster a sense of civic responsibility. The numerous intangible lessons learned from helping others provide a learning experience distinctly different from that to be learned from professors or texts. It is also likely that some of these young adults will ultimately elect to pursue social service careers.

Higher Education in general, and The California State University (CSU) in particular, with its emphasis upon quality instruction, recognizes its obligations to society to prepare broadly its diverse constituencies-- men and women of varied ages, culture, and ethnic backgrounds--for their roles as creative and productive citizens in an international community. Today, CSU programs of an experiential nature are playing an increasing role in the total education of students. They not only provide students with career experience,and enhance their academic education, but also instill in students a sense of ethical and civic responsibility for their fellow humankind. These community-directed efforts provide the much needed human resources to combat many of the social pressures and problems in California and the nation.

2. A Profile of Students in the CSU

In considering the development of community service programs on the CSU campuses, it is important to keep in mind the type of students these campuses serve. This section will attempt to provide a description of the range and variety of characteristics that typify the largely nontraditional student population in the CSU.

Ethnic Background. Approximately 30% of the students in the CSU are now ethnic minorities; in fact, on two of the CSU campuses they comprise over 50% of the students. Over the next two decades, the proportion of ethnic minority students in the CSU can be expected to increase substantially so that they will become the majority on many other CSU campuses.

Family Socioeconomic Status. The median family income of CSU students on financial aid is 60% that of the general population.

Moreover, approximately one-half of the CSU students come from working class families. This proportion is considerably greater for Black and Hispanic students.

Although almost three-fourths of the White students in the CSU are from college-educated families, three-fourths of the Hispanic students and 45% of the Black students are first-generation college students.

Hours Worked/Average Workload. Almost 70% of the CSU students work part- or full-time; more specifically, 32% work 20-39 hours per week, and 17% percent work 40+ hours per week. Consequently, nearly 40% are part-time students, i.e., students enrolled in less than 12 units per term.

Age Range/Graduation Rate. CSU students are somewhat older than traditional college students, particularly the part-time students who are 3 to 4 years older on the average. The mean age of CSU students who receive a Bachelor's degree is 27. CSU students also take longer to complete their bachelor's degrees. Studies have shown that about 45% of the students who enter the CSU as freshmen eventually complete their bachelor's degrees; however, most CSU graduates require 5 - 10 years to do so, frequently because their financial responsibilities require participation in the State's work force.

The community service programs developed on the CSU campuses must be designed with this profile in mind. Many of the students are ethnic minorities who come from communities with the greatest need for the assistance that could be provided by the community service programs. Consequently, many of them are familiar with the problems of these communities and may be motivated to return to their communities to provide voluntary assistance. Such students can also be helpful in orienting other students to work in these communities.

At the same time, many of these students have entered the CSU with deficiencies in prior educational preparation and face major challenges in gaining entry into the academic mainstream of the University. Care must be exercised not to impose additional barriers to their progress. These students often need assurances that their aspirations are realistic, and must have had convincing achievement in college work prior to facing service in environments in which despair and low expectations are pervasive.

A large proportion of CSU students are from low-income families and must, therefore, work full- or part-time to pay for their education. Consequently, these students may not have time and/or be able to afford to engage in civic service unless they are paid for such service. Because CSU students take longer to complete their bachelor's degrees, requiring a civic service commitment may lengthen this time even more.

3. Existing Community Service Programs in the CSU

Before making recommendations about the development of community service programs in the CSU, the Task Force believed it important to determine the extent to which students are already engaged in such activities, and the nature of programs already in place on the campuses. Therefore, in Fall 1986, campuses were asked to complete a questionnaire eliciting information on the variety and scope of community service activities and programs now being coordinated by each campus.

The questionnaire used a broad definition of community service, and sought information on a number of factors related to community service programs organized by the campus, for example: the type of service performed (social service, governmental service, service in a private nonprofit agency); the form of service (internship, work-study, etc.); the number of student participants; and the type of student gain (credit, stipend, etc.) from the service.

The questionnaire defined community service as follows: "By 'community service' we intend to encompass social service activities, government service, and community service/action with nonprofit agencies--i.e., all manner of public spirited activities." The virtue of using such a broad, open definition is that it allowed a considerable range of activities to be reported and at least considered in the light of their contribution and relevance to community service. The difficulty is that there may be some lack of uniformity in the interpretation of this definition.

The data suggest a few general characteristics of community services programs now in existence on the campuses. In particular, it is quite clear that a substantial proportion of community service activities are generated within selected disciplines, or constellations of disciplines, and this would appear to be true on every campus. The areas are:

1. Human Services, including such programs/disciplines as Social Work, Counseling, Psychology, Pupil-Personnel Services, Social Work, Criminal Justice, Criminology, Social Science, Sociology, and Gerontology. Clinical internships are characteristic of and generally required in professional programs in this group, and in more academically oriented programs, field work having a community services dimension is commonly available and heavily subscribed .

2. Health Services/Sciences, including Health Administration, Health Sciences, Medical Technology, Nursing, Dietetics, Rehabilitation Counseling, Communicative Disorders, Occupational Therapy, and Physical Therapy. Programs in these areas generally require a clinical internship.

Other areas in which considerable community service activity was reported (both systemwide and by campus) were Political Science/Public Administration, the Arts, Media/Journalism, Physical Education/Recreation, and Home Economics. Urban Planning programs should also be mentioned. These programs unfailingly include a community services component; however, because they exist on only a few campuses, they are not a large systemwide factor in community service.

Aggregate Data

Community services data reported by the campuses were aggregated, and a set of percentage distributions were run on the aggregate (i.e., systemwide) data. In each case, the distribution was of student participants by various categories - e.g., percent distribution of student participants by form of activity (internship, non-internship, indeterminate); percent distribution of student participants by sponsoring unit (academic, nonacademic, mixed/indeterminate). It is our general impression that these data are conservative estimates of the numbers of students participating in human or civic service activities. Because the vast range of programs can occur in conjunction with a single faculty member's activities or through many campus or campus-related activities, it is often difficult currently for a single campus source to be fully informed. Also, it should be noted that the following figures do not contain activities of individual students participating in programs administered by outside organizations.

In viewing the distributions, some important caveats are in order. The distributions provide only a very rough measure of activity across various categories. The reasons for this are twofold: first, as mentioned above, there are some inconsistencies in reporting from campus to campus. Second, there may be (although it is not possible to determine to a certainty) a problem of obtaining an unduplicated head count on some campuses where an activity is conducted under the joint auspices of an academic department and a nonacademic unit (such as the Associated Students).

However, because distributions are run only on the systemwide data, and the degree of aggregation makes the impact of the "noise" in the data relatively minor, we believe that the statistics provided lead to a reasonable, though conservative, understanding of community service activities in The California State University as they are presently carried out.

Estimated Number of Participants (Systemwide)	15,164

Percent of Participants, by Form of Activity

a. Internship	62%
b. Non-internship	37%
c. Indeterminate	1%

Percent of Participants, by Sponsoring Unit

a. Academic Unit (e.g., dept., school)	69%
b. Nonacademic Unit	27%
c. Mixed/Indeterminate	4%

Percent of Participants, by Type of Service[1]

a. Health	12%
b. Education	13%
c. Social Welfare	23%
d. Other Governmental	4%
e. Cultural Enrichment	15%
f. Other/Indeterminate	33%

Percent of Participants, by Type of Gain
(categories not mutually exclusive)[2]

a. Experience	99%
b. Credit	78%
c. Stipend	22%
d. Requirement	32%
e. Other	30%

Percent of Participants in Programs
With Non-general Fund Budget
(categories not mutually exclusive)[3]

a. Other State	1%
b. Private	13%
c. Federal	9%
d. Agencies Served	12%
e. Associated Students	15%
f. Other	7%

---

[1] This categorization was inferred from the questionnaire data. The incidence of "other/indeterminate" is inflated by the frequent reporting of groups of activities under an "umbrella" program.

[2] The percentages labeled "stipend" and, to a lesser extent, "credit" and "requirement" may be inflated because these items on the questionnaire were checked if some but not all participants received stipends, academic credit, and/or credit towards meeting degree requirements.

[3] The "agencies served" item appears to have been particularly subject to variation in interpretation by respondents.

Some Exemplary Programs. It is difficult to choose from among the huge range and variety of community service programs a set which is in a true sense "representative" of the entirety of community service in The California State University. It is possible however, to include in this report a short description of a few programs which appear, on the basis of campus descriptions, to have particular strength.

The Center for Reading Improvement (San Francisco State University)

The Center for Reading Improvement (CRI) is a tutorial program providing free one-to-one remedial reading assistance to children and adults in the San Francisco community. English 654, the pivotal course of the CRI, provides about 130 students a year with quality pre-teaching experiences. The students are trained and supervised in a highly structured, supportive environment, and encouraged to develop their own teaching styles within the format of four weeks of training followed by twelve weeks of tutoring and small group supervision.

Students taking English 654 decide what age, reading level, and tutoring site they prefer. The instructor places the students accordingly. Locations include school reading resource rooms, school classrooms, after-school tutorial programs, rehabilitation facilities, adult schools, and individual homes.

B.S.S./S.S.680 Field Course in Social Science (Criminal Justice Program): (San Francisco State University)

For the past half dozen years, students have enjoyed the opportunity to engage in field study in a wide range of field settings, and under a diverse pattern of field supervision. By far, most of the students are oriented toward study of the criminal justice system. However, students have taken the course and have selected field placements in centers for the elderly, in places of refuge for battered children and/or women, and a variety of welfare agencies. Students have participated in the production of video tapes as well as the more traditional form of academic research papers. Presently, students are in the field at the Youth Guidance Center, the Office of the District Attorney, and the Ombudsman for the Sheriff's Department.

Community Action Volunteers in Education (CAVE): (CSU, Chico)

This is an Associated Students/United Way funded organization which strives to help students strengthen their educational experience through direct, personal involvement that benefits the Chico community. CAVE offers 17 programs designed to meet the needs of the community through education, communication, and friendship. The separate programs are primarily designed to aid the young, elderly, handicapped, and low-income residents of the Chico area. Among the organization's programs are: CAVES Kids' Program, serving children of the Chico community; Project Respond, which helps with Chico's transportation needs; Senior Outreach Project, Adopted Grandparents, and Friendship Circle, all serving seniors in the community; and projects at Napa and Sonoma State Hospitals and the Yountville Veterans Home. Everyone willing to share his or her time is eagerly encouraged to serve as a CAVE volunteer. Forty to sixty students comprise CAVE's core staff each year. An estimated 100 student and community volunteers are active in each of the organization's programs.

Si Se Puede: (San Jose State University)

"Si, Se Puede" is a cooperative program between San Jose State University, the Santa Clara County Office of Education, and the City of San Jose. The University provides interns from a broad range of departments to work with K-12 students in inner city schools. Students enroll in "Community Concepts," a three-unit, graded, upper division class cross-listed in five different schools of the university, providing assessment and project implementation experiences in the immediate local community. Students are placed in multidisciplinary teams of six, supervised by a university instructor and guided by a Si Se Puede Community School worker. Students benefit from a hands-on community service experience in a real-life situation--a chance to affect people's lives. The community benefits by having the resources and expertise of the university focussed upon remediation of an identified problem or need via an action project.

II. ROLE OF THE ACADEMIC COMMUNITY IN PROMOTING COMMUNITY SERVICE

The Task Force believes that each campus should have the flexibility to develop a community service program suitable to its own needs, including those of students and the community. All such programs will require the efforts and the cooperation of campus faculty, students, and administration. The following sections include some suggestions as well as some cautions for consideration in planning programs.

1. Campus Advisory and Planning Group

A campus task force including students appointed by student association leadership, faculty appointed by academic senate leadership, representatives of student services, academic administration, and local agencies should be established on each campus to recommend ways of establishing, coordinating, conducting, and evaluating a Community Service program. Each campus should designate an office, unit, or individual to coordinate

these community service activities, with great care taken not to disrupt nor interfere with already existing successful programs. The new programs should find ways to observe and learn from existing campus programs without placing them under a single umbrella of control, which could damage their uniqueness and affect faculty and student morale adversely.

2. Service for Academic Credit

One important way to encourage students to engage in community service internships or other civic service experiences is to include such experiences in the total required units for a bachelor's degree so that they do not create hardships for students or extend the amount of time needed to complete degree requirements. Internships can be incorporated within the major, as elective units, or within the general education component of the degree. Most institutions have found that programs work best when students are encouraged, but not required to participate, and when there are a variety of alternatives from which to choose. Care must be taken to assure:

a. that the service experiences are equivalent to, or meet, established campus standards of teaching and learning required of all courses which are given academic credit;

b. that students are prepared to benefit from such community experiences; their preparation might include orientation and/or training sessions, meetings among the student(s), faculty, and community agency personnel to clarify expectations and requirements and to assess the suitability of the "match" between student and agency, and brief quizzes to determine if students possess adequate knowledge and skills to enter a particular internship;

c. that a formal contractual agreement be prepared and signed by the student, the faculty advisor, or appropriate campus designee and the agency representative detailing mutual expectations and objectives for all parties to the agreement.

d. that an evaluation be provided by the agency supervisor to the student and the faculty advisor

   at the end of the service period, cataloging the student's work and rating her/his effectiveness; and that further evaluations take place periodically as well as at the conclusion of a student's service, under the supervision of the faculty advisor, either in group seminar or in individual session between student and faculty.

e. that consideration be given to the best or most appropriate way to assign a grade or make some other acknowledgment to the student, e.g., CR/NC, Pass/Fail, a letter grade, or simply a notation on the transcript that a student has satisfied x units of academic credit by completing a civic service internship. If academic credit is not given, other means of noting such service could be developed such as the awarding of certificates,

   listing names on commencement programs, notation on diplomas or transcripts, or giving tangible rewards such as money, a topic addressed elsewhere in this Task Force report.

Faculty who supervise students in community service programs must be given appropriate WTU credit, as determined and established by local campus policy. If academic credit is to be given, faculty must have complete discretion over the awarding of such credit as well as the assignment of grades, if any are to be assigned.

The Task Force suggests that an appropriate service assignment might last either one quarter or one semester, and if academic credit is to be awarded it consist of the same number of unit credit hours as a typical course on a campus, e.g., 1-3 units depending upon campus choice and need, and three to six hours per week in the community, also depending upon campus choice and need. Such standardization would ensure that the student is devoting a meaningful block of time to the internship. Assuming that the normal standards of requiring two hours of "homework" for each hour of class time would apply to civic service internships, a student on a semester campus taking a 3-unit internship course would be expected to devote 6 hours per week to the off-campus internship placement.

3. Utilizing and Expanding Existing Programs

A number of community volunteer services already exist on most CSU campuses and could be used to expand the number of students involved. Most fraternities and sororities include volunteerism as part of their social and philanthropic programs. Some campuses have strong EPIC programs that coordinate volunteer activities, some have long-standing student-directed volunteer programs, while other campuses have made a commitment to tutoring in local schools or some other philanthropic project. Volunteers, as opposed to interns, often bring different motivation and potential to community service work.

Existing campus volunteer programs usually have more placements available than students to be placed. Establishing greater visibility of these programs, together with providing information to all students about the value of community service and the expectation that students will engage in such activities, should increase student participation in them.

III. ORGANIZATION AND ADMINISTRATION OF COMMUNITY SERVICE PROGRAMS

There are a number of possible organizational models for the implementation of a systematic program to provide civic service to the public and social sectors. Three possible models are described here. The three organizational models listed here might be best described as the Centralized Services Model, Decentralized Services Model, and the Independent Center Model. The three proposed alternatives offer distinct advantages and disadvantages which are identified. These are only suggestions since the choice of model should be a function of individual campus variables, such as campus size, geographic location, academic programs, and diversity of student population. In fact, another type of organization altogether may best meet particular circumstances.

CENTRALIZED SERVICES MODEL

Experiential programs are organized and integrated within a Career Development Center (CDC) model where there are a range of different services that provide resource assistance to the local community. Within one organizational operating unit, a structure is provided which integrates Career Planning, Volunteer Services, Student Employment (part-time jobs), Work-Study (part-time jobs), Cooperative Education (full/part-time internships), and Career Placement (full-time permanent positions upon graduation). This model follows a developmental continuum that should facilitate career decision making. It begins with freshmen involved in career planning activities; to sophomore/junior students testing various work experiences through experiential programs to select possible academic majors; and leading to career placement where graduating seniors obtain career employment commensurate with their personality, interests, skills, and academic achievements.

The integration of these programs insures a process and continuity that increases student awareness of the value of community volunteerism as well as expands their career awareness.

The role of faculty in this model is primarily instruction and advising. They perform basic faculty functions as well as monitoring student learning in their work experience.

The advantages of the Centralized Service Model are: 1) communication is increased and confusion is reduced as students, staff, faculty and employers work with only one office; 2) operating costs are reduced as facilities, human resources and materials are shared; 3) this model provides aprocess that addresses the total career orientation of students; 4) it increases student awareness, early in the students' career planning, of volunteer opportunities that will later benefit ultimate career goals and self-development.

The major disadvantage of this structure is that interaction and articulation between employers and academic departments is sometimes limited, while academic departments prefer to have responsibility for supervision of academic internships.

DECENTRALIZED SERVICES MODEL

The best example of a decentralized model for providing experiential programs is the structure of instructional programs at some universities.

In this model, experiential programs are coordinated either at the academic school or departmental level. Under this model, experiential programs tend to be specific to the students of a particular discipline (or cluster of disciplines when at the school level).

In either operational structure, the role of faculty is somewhat different than in a centralized model. Faculty in the decentralized model not only teach and advise, but are also responsible for the relationship of experience to the curriculum and the administrative aspects of the program which includes job development, applicant screening, job referral, and program evaluation.

The advantages of this model mainly arise from the role of the faculty. They are: the influential bond between faculty and student is strengthened; faculty are exposed to agencies and employers who hire or provide placements for students; faculty receive direct feedback on the relevancy of existing curricula and indications for future course development.

The disadvantages of this model are that students are isolated into a single department or school and may not have access to the variety of service activities available to the university as a whole. Employers who list positions must contact multiple departments and in turn are contacted by multiple faculty. The cost effectiveness of this model is questionable due to the duplicate staffing, operating expenses and information resources that must be maintained.

INDEPENDENT CENTER MODEL

The Independent Center Model functions as a separate centralized service that outreaches to the community. Most independent centers utilize a minimum of professional staff, usually a director and student employees to coordinate other student efforts. This model usually is organized around the service areas where students are placed, rather than academic disciplines. This facilitates relations with employers or community agencies and allows students easy access to opportunities that might be outside of their major discipline.

The major advantage of this program is the active involvement of students in the administration of the program. Other advantages include: 1) communication is increased and confusion is reduced as students, staff, faculty, and employers work with only one office; 2) operating costs are reduced as facilities, human resources and materials are shared.

The disadvantage of this model is the lack of integration with other campus career services and experiential programs. The use of student staff requires the director to be continually in a training cycle due to student turnover.

IV. CAMPUS/COMMUNITY RELATIONSHIPS

To develop a community service program, it is necessary for the university to work with the various community-based and civic organizations and agencies providing social and civic services in establishing a cooperative network of identified needs and available resources.

Such an effort is carried out best by the university working with umbrella organizations, such as the United Way and Combined Health Agency Drive (CHAD), in order to have a more coordinated and comprehensive procedure for placing students in the community. Umbrella/coordination agencies bring together a number of agencies for the purpose of efficiency, effectiveness and the prevention of duplication of effort in the rendering of human services. It is recognized that not all civic and social service agencies belong to umbrella organizations, but the majority do. Independent agencies and church-sponsored programs would not be precluded from assistance by students, but special efforts by both the university and these agencies would be required if their needs were to be met.

In a comprehensive effort, it would be necessary to work out, at the local level, sign-up schedules for students to be placed in a resource pool or a skills bank while coordinating such a resource pool with the budget (resources allocation) schedules, cycles, and years of local social and civic organizations.

The coordination and understanding of community agency funding cycles, fund campaigns, and fund drives as well as governmental funding cycles are necessary elements in the success of a comprehensive community service program. For example, the coordinator would possess the following types of information:

> *Information about student availability at different times during the year; for example, at the beginning of the Fall semester/quarter in September and the Spring semester in February or Winter quarter in January.
>
> *Information about community based organizations such as the budget cycle on which each operates.

While this appears to be rather simple to undertake, history has shown that in some previous university-to-community partnerships, the results have not always been effective. This may result when certain university departments/schools direct their student internships to certain community organizations, while certain community organizations also direct their requests for college intern assistance to certain university divisions/departments/schools. Other community organizations needing the same type of intern/student help either do not know that such assistance is available, or are aware but do not know how to go about obtaining such help.

The Task Force recommends that campuses prepare informational materials for broad distribution to umbrella agencies, local community service agencies, and local governmental agencies to inform them of campus community service programs, together with dames, addresses, and telephone numbers of contact persons on the campus.

In addition to the need to provide agencies with information about the university and its programs, there is a need to provide training or support for agency-training efforts. In fact, the primary issue reported by agencies utilizing volunteers is that of supervision and training. It often seems that there is simply not enough staff time available to provide the inexperienced volunteer with adequate support. At the same time, agency personnel recognize the talent, enthusiasm, and commitment that exist within the volunteer work force.

It is possible to develop creative solutions to this problem based on well-known training models. All functions including training, supervision, scheduling, service monitoring, and staff-recognition can be provided by volunteers. A very small number of paid staff members can supervise a large work force of volunteers when such a program is in place.

For this type of process to function well several factors must be present. These include: securing realistic time commitments from volunteers, careful screening of applicants, strict accountability and adherence to procedures by all involved, and incentives in the form of graduation to supervisory and training positions for selected, highly effective volunteers.

The Task Force suggests that there should be a clearly defined set of responsibilities when placing students in community agencies. A similar list of responsibilities of the off-campus agencies can also be suggested.

The following have been identified as appropriate responsibilities of the campus:

1) Verify that the agency is providing services that respond to community needs.

2) Negotiate agreements with prospective agencies (employers) for the development of community service placements.

3) Develop procedures and policies that clearly define the proposed relationship between the university, student, and the agency.

4) Recruit, interview and refer qualified students to the participating agency for each field-work period, consistent with the University's nondiscrimination policy.

5) Maintain ongoing communications with the student and participating agency to monitor the effectiveness of the total experience.

6) Determine that the experience is both "meaningful" and "measurable," possibly through the use of learning contracts.

7) Coordinate all surveys and evaluations of participants in the volunteer program (students, agency, course/faculty, intern office).

8) Involve students in the administration of the program.

9) Address the issue of liability insurance with the agency.

10) Provide cultural awareness training, if needed, for students prior to placement.

Responsibilities of the community agency include:

1) Provide a separate description for each different type of student placement available.

2) Provide orientation and in-service training for the student as needed.

3) Place the student in duties and responsibilities as defined in the student placement description.

4) Designate an individual to whom the students will be responsible while serving in the agency.

5) Contact the university coordinator immediately if problems arise concerning the performance of a student.

6) Be an equal opportunity/affirmative action employer.

7) Provide a means of documenting student hours served.

8) Participate in the evaluation of students, while recognizing that faculty determine the assignment of grades.

9) Acknowledge that the program is primarily an educational experience designed to promote student growth.

10) Provide information to the university and to the student on the clientele being served.

Attending to these details will strengthen the university/agency relationship and provide for optimal student learning by having a well-planned and monitored experience.

Table 1

CAMPUS	Professional Pos.	Support Pos.	Positions	Total Positions Salaries & Wages	Student Service Staff Benefit Rate	Staff Benefits	Total Personal Services	Operating Expenses	Equipment& Furniture	Total Student Service	Less Salary Savings	Net Change Positions	Net Change Amount
HAYWARD	1.0	1.0	2.0	$63,160	0.26933	$17,011	$80,171	$500	$2,350	$83,021	($2,646)	2.0	$80,375
POMONA	1.0	1.0	2.0	63,160	0.26395	16,671	79,831	500	2,350	82,681	(2,634)	2.0	80,047
SAN LUIS OBISPO	1.0	1.0	2.0	63,160	0.28113	17,756	80,916	500	2,350	83,766	(2,670)	2.0	81,096
CHICO	1.0	1.0	2.0	63,160	0.27282	17,231	80,391	500	2,350	83,241	(2,653)	2.0	80,588
FRESNO	1.0	1.0	2.0	63,160	0.28045	17,713	80,873	500	2,350	83,723	(2,649)	2.0	81,074
HUMBOLDT	1.0	1.0	2.0	63,160	0.29098	18,378	81,538	500	2,350	84,388	(2,691)	2.0	81,697
BAKERSFIELD	1.0	1.0	2.0	63,160	0.27503	17,371	80,531	500	2,350	83,381	(2,658)	2.0	80,723
LONG BEACH	1.0	1.0	2.0	63,160	0.25764	16,273	79,433	500	2,350	82,283	(2,621)	2.0	79,662
LOS ANGELES	1.0	1.0	2.0	63,160	0.26203	16,550	79,710	500	2,350	82,560	(2,630)	2.0	79,930
FULLERTON	1.0	1.0	2.0	63,160	0.28160	17,786	80,946	500	2,350	83,796	(2,671)	2.0	81,125
DOMINGUEZ HILLS	1.0	1.0	2.0	63,160	0.26986	17,044	80,204	500	2,350	83,054	(2,647)	2.0	80,407
SACRAMENTO	1.0	1.0	2.0	63,160	0.26846	16,956	80,116	500	2,350	82,966	(2,644)	2.0	80,322
SAN BERNARDINO	1.0	1.0	2.0	63,160	0.26631	16,820	79,980	500	2,350	82,830	(2,639)	2.0	80,191
SAN DIEGO	1.0	1.0	2.0	63,160	0.27243	17,207	80,367	500	2,350	83,217	(2,654)	2.0	80,563
NORTHRIDGE	1.0	1.0	2.0	63,160	0.26157	16,521	79,681	500	2,350	82,531	(2,629)	2.0	79,902
SAN FRANCISCO	1.0	1.0	2.0	63,160	0.25763	16,272	79,432	500	2,350	82,282	(2,621)	2.0	79,661
SAN JOSE	1.0	1.0	2.0	63,160	0.26972	17,036	80,196	500	2,350	83,046	(2,646)	2.0	80,400
SONOMA	1.0	1.0	2.0	63,160	0.28457	17,973	81,133	500	2,350	83,983	(2,677)	2.0	81,306
STANISLAUS	1.0	1.0	2.0	63,160	0.28811	18,197	81,357	500	2,350	84,207	(2,635)	2.0	81,572
TOTALS	19.0	19.0	38.0	$1,200,040		$325,716	$1,525,756	$9,500	$44,650	$1,580,956	($50,383)	38.0	$1,530,571

[illegible]
[illegible]

Table 2

CAMPUS	1987/88 Projected # of FTE Seniors	Seniors x 85%	Basic Complement Professional Pos.	Basic Complement Support Pos.	Variable* Support Pos.	Positions	Total Positions Salaries & Wages	Student Service Staff Benefit Rate	Staff Benefits	Total Personal Services	Operating Expenses General Expense	Operating Expenses Student Stipends	Equipment Furniture	Total Student Service	Less Salary Savings	Net Change Positions	Net Change Amount
HAYWARD	3,067	2,607	1.0	1.0	0.3	2.3	$68,026	0.26945	$18,330	$86,356	$500	$83,424	$2,791	$173,071	($2,851)	2.3	$170,220
POMONA	3,911	3,324	1.0	1.0	0.4	2.4	69,688	0.26337	18,354	88,042	500	106,368	2,938	197,848	(2,905)	2.4	194,943
SAN LUIS OBISPO	5,532	4,702	1.0	1.0	0.6	2.6	72,952	0.28113	20,509	93,461	500	150,464	3,232	247,657	(3,084)	2.6	244,573
CHICO	4,168	3,543	1.0	1.0	0.5	2.5	71,320	0.27282	19,458	90,778	500	113,376	3,085	207,739	(2,996)	2.5	204,743
FRESNO	4,606	3,915	1.0	1.0	0.5	2.5	71,320	0.28045	20,002	91,322	500	125,280	3,085	220,187	(3,014)	2.5	217,173
HUMBOLDT	1,909	1,623	1.0	1.0	0.2	2.2	66,424	0.29098	19,328	85,752	500	51,936	2,644	140,832	(2,830)	2.2	138,002
BAKERSFIELD	850	723	1.0	1.0	0.1	2.1	64,792	0.27503	17,820	82,612	500	23,136	2,497	108,745	(2,726)	2.1	106,019
LONG BEACH	7,195	6,116	1.0	1.0	0.8	2.8	76,216	0.25764	19,636	95,852	500	195,712	3,526	295,590	(3,163)	2.8	292,427
LOS ANGELES	4,348	3,696	1.0	1.0	0.5	2.5	71,320	0.26203	18,688	90,008	500	118,272	3,083	211,863	(2,970)	2.5	208,893
FULLERTON	4,896	4,162	1.0	1.0	0.5	2.5	71,320	0.28160	20,084	91,404	500	133,184	3,085	228,173	(3,016)	2.5	225,157
DOMINGUEZ HILLS	1,748	1,486	1.0	1.0	0.2	2.2	66,424	0.26986	17,925	84,349	500	47,552	2,644	135,045	(2,784)	2.2	132,261
SACRAMENTO	5,657	4,808	1.0	1.0	0.6	2.6	72,952	0.26846	19,585	92,537	500	153,856	3,232	250,125	(3,054)	2.6	247,071
SAN BERNARDINO	1,618	1,375	1.0	1.0	0.2	2.2	66,424	0.26631	17,689	84,113	500	44,000	2,644	131,257	(2,776)	2.2	128,481
SAN DIEGO	6,852	5,824	1.0	1.0	0.8	2.8	76,216	0.27243	20,764	96,980	500	186,368	3,526	287,374	(3,200)	2.8	284,174
NORTHRIDGE	7,292	6,198	1.0	1.0	0.8	2.8	76,216	0.26158	19,937	96,153	500	198,336	3,526	298,515	(3,173)	2.8	295,342
SAN FRANCISCO	4,967	4,222	1.0	1.0	0.5	2.5	71,320	0.25763	18,374	89,694	500	135,104	3,083	228,381	(2,960)	2.5	225,421
SAN JOSE	6,305	5,359	1.0	1.0	0.7	2.7	74,584	0.26972	20,117	94,701	500	171,488	3,379	270,068	(3,125)	2.7	266,943
SONOMA	1,352	1,149	1.0	1.0	0.1	2.1	64,792	0.28457	18,438	83,230	500	36,768	2,497	122,995	(2,747)	2.1	120,248
STANISLAUS	883	751	1.0	1.0	0.1	2.1	64,792	0.28811	18,667	83,459	500	24,032	2,497	110,488	(2,754)	2.1	107,734
TOTALS	77,113	65,583	19.0	19.0	8.4	46.4	$1,337,128		$363,743	$1,700,871	$9,500	$2,078,048	$56,358	$3,844,219	($56,125)	46.4	$3,788,094

* Variable Support Staff Formula = 85% enrollment / 7720

[illegible]
4/21/87

Table 3

CAMPUS	1987/88 Projected # of FTE Students	Students # ESI	Basic Complement Professional Pos.	Basic Complement Support Pos.	Variable* Support Pos.	Positions	Total Positions Salaries & Wages	Student Service Staff Benefit Rate	Staff Benefits	Total Personal Services	Operating Expenses General Expense	Operating Expenses Student Stipends	Equipment Furniture	Total Student Service	Less Salary Savings	Net Change Positions	Net Change Amount
HAYWARD	9,050	8,373	1.0	1.0	2.2	4.2	99,064	0.26533	26,881	$125,945	$500	$535,872	$5,384	$667,701	(4,150)	4.2	663,551
POMONA	15,200	12,520	1.0	1.0	3.3	5.3	117,016	0.25783	30,886	147,902	500	801,280	7,801	957,483	(4,881)	5.3	952,602
SAN LUIS OBISPO	15,570	13,235	1.0	1.0	3.4	5.4	118,648	0.28113	33,356	152,004	500	847,040	7,348	1,006,892	(5,016)	5.4	1,001,876
CHICO	13,350	11,305	1.0	1.0	2.9	4.9	110,488	0.27282	30,143	140,631	500	723,520	6,613	871,264	(4,641)	4.9	866,623
FRESNO	14,400	12,240	1.0	1.0	3.2	5.2	115,384	0.28045	32,359	147,743	500	783,360	7,054	938,657	(4,876)	5.2	933,781
HUMBOLDT	5,500	4,675	1.0	1.0	1.2	3.2	82,744	0.29098	24,077	106,821	500	299,200	4,114	410,635	(3,525)	3.2	407,110
BAKERSFIELD	3,250	2,763	1.0	1.0	0.7	2.7	74,584	0.27503	20,513	95,097	500	176,832	3,379	275,808	(3,138)	2.7	272,670
LONG BEACH	21,200	19,720	1.0	1.0	5.1	7.1	146,387	0.25764	37,716	184,103	500	1,262,080	9,817	1,456,500	(6,076)	7.1	1,450,424
LOS ANGELES	15,650	13,303	1.0	1.0	3.4	5.4	118,648	0.26203	31,089	149,737	500	851,392	7,348	1,008,977	(4,941)	5.4	1,004,036
FULLERTON	16,500	14,025	1.0	1.0	3.6	5.6	121,912	0.28160	34,330	156,242	500	897,600	7,642	1,061,984	(5,106)	5.6	1,056,878
DOMINGUEZ HILLS	5,200	4,420	1.0	1.0	1.1	3.1	81,112	0.26986	21,889	103,001	500	282,880	3,967	390,348	(3,779)	3.1	386,569
SACRAMENTO	17,950	15,258	1.0	1.0	3.9	5.9	126,828	0.26846	34,043	160,871	500	976,512	8,063	1,145,946	(5,308)	5.9	1,140,638
SAN BERNARDINO	5,900	5,015	1.0	1.0	1.3	3.3	84,376	0.26631	22,470	106,846	500	320,960	4,251	432,557	(3,516)	3.3	429,041
SAN DIEGO	25,800	21,930	1.0	1.0	5.7	7.7	155,184	0.27243	42,549	197,733	500	1,403,520	10,729	1,612,482	(6,558)	7.7	1,605,924
NORTHRIDGE	20,600	17,510	1.0	1.0	4.5	6.5	136,600	0.26158	35,732	172,332	500	1,120,640	8,965	1,302,437	(5,687)	6.5	1,296,750
SAN FRANCISCO	18,400	15,640	1.0	1.0	4.0	6.0	128,440	0.25763	33,090	161,530	500	1,000,960	8,230	1,171,220	(5,530)	6.0	1,165,690
SAN JOSE	19,100	16,235	1.0	1.0	4.2	6.2	131,704	0.25972	35,523	167,227	500	1,039,040	8,524	1,215,291	(5,518)	6.2	1,209,773
SONOMA	4,450	3,783	1.0	1.0	1.0	3.0	79,480	0.28457	22,618	102,098	500	242,112	3,620	348,330	(3,369)	3.0	344,961
STANISLAUS	3,550	3,018	1.0	1.0	0.8	2.8	76,216	0.28811	21,959	98,175	500	193,152	3,526	295,353	(3,240)	2.8	292,113
TOTALS	253,370	215,318	19.0	19.0	55.5	93.5	$2,105,800		$571,023	$2,676,823	$9,500	$13,780,352	$125,235	$16,576,110	($68,335)	93.5	$16,507,775

*Variable Support Staff Formula = ESI enrollment / 3875

mcd:sr2
4/21/87

V. FISCAL ISSUES

1. Cost of Administering Programs

In developing data on costs associated with community service programs, a number of assumptions were made, not all of which may be defensible. The Task Force believes, however, that the resulting estimates can serve as a basis for calculating costs based on different assumptions.

The figures in Table 1 result from the following assumptions:

1. Each campus would receive $500 for general operating expenses.

2. Each campus would be allocated one professional position (Administrator III - 12 months at $46,480) and one support staff (CA IIA at $16,320) to coordinate the program.

4. The program would be voluntary.

Table 2 results from the following assumptions:

1-3. Same as Table 1.

4. Completion of a service activity during one term would be required prior to graduation. The number of seniors were used to determine the costs. The number of seniors for 1988/89 were extrapolated using Fall 1985 actual and 1987/88 proposed FTE enrollments.

5. Approximately 15% of students currently participate in a variety of service activities. Thus, additional funding needs to be provided for 85% of the population.

6. Because of expected exemptions due to part-time or financial status of students, the full-time equivalent student count will closely correlate to the number of students participating in this activity.

7. Additional support staff is generated based on an adjustment of a current standard contained in the Orange Book for the Student Admissions and Records cost center. Campuses currently receive one support staff per 775 students for the record function. Based on the expected duties to indicate completion of anactivity on a student record, it can be assumed that this can be completed at a ratio of 10:1 to other duties of records functions. Thus, one support staff is generated for each 7,750 FTE students (775 x 10).

8. Operating expenses will provide student stipends at $32 per participating student for transportation ($.20 per mile x 10 miles per week x 16 weeks).

Table 3 reflects the following assumptions:

1-3, 5, 6, Same as Table 2.

4. Completion of a service activity would be required every term the student attends CSU.

7. The variable formula changes to one support staff per 3,875 FTE students.

8. Operating expenses provide student stipends at $64 per student for transportation ($.20 per mile x 10 miles per week x 32 weeks).

It should be pointed out that if a significant number of students engage in community service activities for academic credit, the estimated costs shown in Tables 2 and 3 would decrease because the record-keeping function would be included in existing budgetary provisions for recording grades. Assuming that students would not take more units than they now do, units given for community service activities would probably necessitate some shifts in faculty positions but no additional positions.

It is clear from the Tables that the major costs associated with community service programs would result from record-keeping if service were required of all students, and reimbursement of student travel costs.

2. Incentives and Costs Associated with Them

In order to increase the number of students willing and able to participate in community service programs, the Task Force recommends that campuses develop a comprehensive set of incentives that will encourage student volunteerism. The following list is not meant to be exhaustive, rather it is hoped that it may serve to assist campuses in developing a program that will meet the unique needs of the campus service area and be compatible with the characteristics of a particular student mix.

The following suggestions include incentives that have been used in community service programs around the United States as well as in institutions in California.

1) Consider volunteer experience as one of the admissions factors to the CSU at the undergraduate and/or graduate levels.

2) Include volunteering in public service areas might be included as an option for satisfying a General Education requirement, e.g., in area (e).

3) Consider the possibility of incorporating a civic service experience in graduation requirements.

4) Utilize Federal and State work-study students in off-campus positions that support civic service.

5) Create more flexibility in the awarding of academic credit for participation.

6) Ask each campus student group to adopt a social agency with a need.

7) Allow students who volunteer to have priority registration on campuses.

8) Establish scholarships and grants specifically for volunteerism.

9) Note participation on transcripts or diplomas.

10) Provide some reimbursement for expenses.

Most of these incentives involve little or no additional cost to the campus. Redirecting some work-study monies to support student work in off-campus agencies will, of course, reduce the amount of funds available to meet on-campus needs. Some campuses may be able to accommodate such uses of funds with less difficulty than others.

Establishing scholarships or a fund to be used for student volunteer activities typically requires staff time spent in fund-raising activities, although the amount of time required may vary considerably, depending on the number and size of scholarships desired, or the amount of funding the campus believes appropriate to reserve in support of voluntary service activities. The following section of this report describes possible sources of funds.

3. Funding Sources for Community Service by Students

Numerous funding sources exist to support community service by students. What follows is by no means an exhaustive list of sources but should serve to present information about the wide range of options available to campuses with a creative approach to financing community service.

Possible sources of Federal funds for community service include: U.S. Department of Education grants, student financial aid, the Fund for the Improvement of Postsecondary Education, Special Education and Rehabilitation funding, and regional labs and centers funds; Labor Department Job Training Partnership Act programs and unemployment programs; ACTION programs; Department of Housing and Urban Development community development programs; Interior Department with the Bureau of Indian Affairs and the Conservation Corps; Justice Department programs such as the National Institutes of Correction and Justice for applied research funding; Department of Agriculture community and rural development programs; Department of Health and Human Services Head Start, Refugee Assistance, Developmental Disabilities, elderly and family service programs.

Potential sources of support (funds and training etc.) for community service from California state sources include work study funding, library literacy project funds (for partnerships), social services programs such as child abuse and family assistance programs (for such areas as matching salary and expenses), education general funds for academic programs and lottery funds allocated to The California State University.

One program which deserves serious consideration as a funding source for community service is the college work study program. For over 20 years, the Federal College Work Study Program has provided federal funds to help colleges and universities provide on-campus paying jobs for students who need financial aid. It is also permissible for colleges to allow students to be employed in off-campus programs.

In California, work study funds are also available for community service. Students can work in public higher education institutions; in public schools; in "nonsectarian, nonpolitical organizations or corporations, whether nonprofit or profit-seeking enterprises licensed to conduct business in California"; with "out-of-state employers licensed to conduct business in their home state". However, the position must be "educationally beneficial or related to a particular career interest or the exploration of career options." Students may work up to 20 hours per week when classes are in session or 40 hours per week when classes are not in session.

Another example of a public funded program is the use of such funds as lottery revenue. The CSU Board of Trustees approved the expenditure of $500,000 in lottery funds in 1986-87 and in 1987-88 to support internships and other student activities that offer opportunities for students to relate their academic learning to the solution of social problems, or to augment the human resources of social service agencies serving California citizens. Funds may be used to develop model programs in community service by students or to enhance existing programs. The goal is to encourage the integration of community service with the educational experience of all students.

On campuses across the country, programs are developing which involve faculty and student research in partnership with community programs. These programs are funded by general funds as a part of the student's regular academic program or as a part of the ongoing professional activities by faculty. Many agencies readily accept outside research assistance. Joint publication can result, involving practitioners who often have little time to publish and academicians who often lack the natural, practical setting for study. Research in methodology -- such as on the use of computer technology, electronic teleconferencing, interactive videodisk, bands on cable television, and group instruction -- remains to be researched fully.

Private sector support for community service can involve outright donations of funds or the provision of in-kind contributions such as space, materials, technology, personnel, technical assistance, equipment, and publicity.

Support is available from foundations, corporations and individuals. One example of private sector support for community service is the Gannett Foundation support of literacy programs. The Foundation provides grants to local literacy programs, grants for the promotion of computers as literacy resources, for English as a Second Language programs run by schools and libraries, and for Community Priority Program grants dealing with illiteracy as a barrier to employment. Several community colleges have been recipients of grants and at least one literacy organization receiving funding involves college work study students in its program.

A program with an interesting mix of private funding sources is the Stanford University program. At Stanford University, the Public Service Center provides fellowships, loan forgiveness for community service, internships in public service, action research, a volunteer center, and student advisement on how to get jobs in public service areas. The private support for the Center is provided by the alumnae of Stanford-in-Government, the Associated Students of Stanford University, several classes, individuals and several foundations and corporations.

Another example of the creative approach to private funding support is provided by the Washington Education Project, Inc. This Project has received grants from the Los Angeles Times, the Exxon Education Foundation, the MacArthur Foundation, and the Corina Higginson Trust. These funds are used to provide nonrenewable, two year, start-up grants of about $25,000 per campus to help colleges and universities begin for-credit courses in community service (tutoring). The primary expenditure is for faculty salaries so college faculty members can supervise students. The students provide a minimum of 60 hours of tutoring during a 10 week semester as a part of an elective course.

Chambers of Commerce, businesses and industries are generally quite interested in activities which relate to the economic health of a community. Therefore, such issues as unemployment, the health and education of the work force, day care for working mothers and the homeless are likely to appeal to a local business or Chamber of Commerce. It is important to consider the extent of a social problem in a community and approach such business/industry groups based on enlightened self-interest and with a specific plan of action. Often this plan can include the need for an assessment of the need and existing resources and/or conferences and meetings to discuss the problem and possible local solutions or approaches.

The organized groups in a community such as the Chamber of Commerce, United Way, Private Industry Councils and other business associations like the Rotary can be very useful in helping to organize and implement a major community effort if they are convinced that it will truly impact on the social and economic health of a community.

In conclusion, it is evident that there are many sources of support for community service projects, both private and public. Any California State University community service effort should consider innovative and flexible funding strategies to maximize the ultimate funding possibilities.

Assembly Bill No. 1820

CHAPTER 1245

An act to add Chapter 2 (commencing with Section 99100) to Part 65 of Title 3 of the Education Code, relating to postsecondary education, and making an appropriation therefor.

[Approved by Governor September 27, 1987. Filed with
Secretary of State September 27, 1987.]

I am deleting the $240,000 appropriation contained in proposed Education Code Section 99106 contained in Assembly Bill No. 1820.

This bill would create the Human Corps within the University of California and the California State University, and would encourage students to participate in the Human Corps by providing an average of 30 hours of community service in each academic year.

Both the University of California and the California State University have ongoing student volunteer community service activities. The administrative structure is in place to accommodate activities proposed by this bill. No additional funds are required.

With this deletion, I approve Assembly Bill No. 1820.

GEORGE DEUKMEJIAN, Governor

LEGISLATIVE COUNSEL'S DIGEST

AB 1820, Vasconcellos. Postsecondary education: Human Corps.

Existing law does not require college students to participate in community activities.

This bill would create the Human Corps within the University of California and the California State University, and would encourage students to participate in the Human Corps by providing an average of 30 hours of community service in each academic year, as specified.

This bill would require the California Postsecondary Education Commission to annually, by March 31, conduct progress reports on student participation in the Human Corps, as specified.

This bill would require the commission to conduct a comprehensive evaluation by March 31, 1994, as specified.

This bill would require that all progress reports and the comprehensive evaluation be submitted to the appropriate fiscal and policy committees of the Legislature.

The bill would appropriate $70,000 to the University of California and $170,000 to the California State University for its purposes, as specified.

Appropriation: yes.

The people of the State of California do enact as follows:

SECTION 1. Chapter 2 (commencing with Section 99100) is added to Part 65 of Title 3 of the Education Code, to read:

CHAPTER 2. HUMAN CORPS

99100. (a) The Legislature finds and declares all of the following:

(1) California students have a long and rich tradition of participation in community service which should be recognized, commended, and expanded.

(2) There is a growing national consensus that student participation in community services enhances the undergraduate experience.

(3) Student community service is an activity of extreme importance to the mission of the university and deserves to be conducted both for academic credit and otherwise.

(4) The state's postsecondary educational institutions are charged to maintain a tradition of public service as well as teaching and research.

(5) Access to the privilege of attending the university is made possible for many by our state's tradition of keeping fees and tuition low.

(6) Practical learning experiences in the real world are valuable for the development of a student's sense of self, skills, and education.

(7) Our state faces enormous unmet human needs and social challenges including undereducated children, increasing illiteracy and teenage parenting, environmental contamination, homelessness, school dropouts, and growing needs for elder care.

(8) The state's ability to face these challenges requires policymakers to find creative and cost-effective solutions including increased efforts for community and student public service.

(9) The Legislature and the State of California provide substantial incentives and subsidies for its citizens to attend the state's postsecondary education institutions, public and private, which are among the finest in the world.

(10) Current volunteer efforts conducted by community organizations reach only a fraction of the need. The need for public service is great because private, state, and federal funding are insufficient to pay for all the social services needed.

(11) Existing community service efforts have successfully demonstrated that participation in public service is of mutual benefit to participating students and the recipients of their services.

(b) It is the intent of the Legislature in enacting this article to do all of the following:

(1) Complete the college experience by providing students an opportunity to develop themselves and their skills in real-world learning experiences.

(2) To help nurture a sense of human community and social responsibility in our college students.

(3) Invite the fullest possible cooperation between postsecondary education institutions, schools, public, private, and nonprofit agencies, and philanthropies to plan, fund, and implement expanded

opportunities for student participation in community life through public service in organized programs.

(4) To substantially increase college student participation in community services by June 30, 1993, with the ultimate goal of 100 percent participation.

99101. There is hereby created a program known as The Human Corps within the University of California and the California State University. The California Community Colleges, proprietary schools, and member institutions of the Association of Independent California Colleges and Universities are strongly encouraged to implement Human Corps programs. The purpose of the corps is to provide every student an ongoing opportunity throughout his or her college career to participate in a community service activity. Toward this goal, beginning in the fall term in 1988, full-time students, including both undergraduate and graduate students, entering the University of California, the California State University, or an institution that is a member of the Association of Independent California Colleges and Universities to pursue a degree shall be strongly encouraged and expected, although not required, to participate in the Human Corps by providing an average of 30 hours of community service in each academic year. The segments shall determine how to encourage and monitor student participation. The segments are strongly encouraged to develop flexible programs that permit the widest possible student involvement, including participation by part-time students and others for whom participation may be difficult due to financial, academic, personal, or other considerations.

99102. For the purposes of this article, community service shall be defined as work or service performed by students either voluntarily or for some form of compensation or academic credit through nonprofit, governmental, and community-based organizations, schools, or college campuses. In general, the work or service should be designed to provide direct experience with people or project planning, and should have the goal of improving the quality of life for the community. Eligible activities may include, but are not limited to, tutoring, literacy training, neighborhood improvement, increasing environmental safety, assisting the elderly or disabled, and providing mental health care, particularly for disadvantaged or low-income residents.

In developing community service programs, campuses shall emphasize efforts which can most effectively use the skills of students such as tutoring programs or literacy programs.

99103. There are hereby created Human Corps task forces in each segment, which shall be established on each campus by March 1, 1988. Community colleges and member institutions of the Association of Independent California Colleges and Universities are strongly encouraged to establish task forces for the purposes set forth in this section. Each task force shall be composed of students, faculty, and campus administration. Each task force also shall include community representatives from groups such as schools, local businesses and government, nonprofit associations, social service agencies, and philanthropies. Each task force shall reflect the ethnic and racial diversity of the institution and the surrounding community. The purpose of the task forces is to strengthen and coordinate existing oncampus and external community service opportunities, expand and make new service opportunities available, promote the Human Corps to make students, community groups, faculty, employment recruiters, and administrators aware of the service expectation, and develop rules and guidelines for the program.

In conducting their charges, campus task forces should develop an implementation strategy which includes but is not limited to, the following, by July 1, 1988:

(a) A survey of the existing level of student participation including number of students, amount of time allocated, sources, and amounts of funds for activities and types of agencies participating.

(b) A plan to substantially expand student participation in community service by June 30, 1993.

(c) Criteria for determining what activities reasonably qualify as community service.

(d) Criteria to determine which community agency and campus programs have the training, management, and fiscal resources, and a track record or potential for success in addressing social needs and can reasonably use additional student assistance to administer their programs.

(e) A statement regarding the institution's commitment to community service to be included in application and orientation materials to communicate the expectation for student participation in community service.

(f) A statement that each campus has examined, in close consultation with the faculty, how student community service may be implemented to complement the academic program, including a determination of whether and how Human Corps programs may be offered for academic credit.

(g) A budget which identifies the staff and funding resources needed on each campus to implement this Human Corps.

99104. It is the intent of the Legislature that segments maximize the use of existing resources to implement the Human Corps. This responsibility includes seeking the resources of the private and independent sectors, philanthropies, and the federal government to supplement state support for Human Corps programs. The Legislature intends that the funds appropriated for purposes of this chapter to the Regents of the University of California and the Trustees of the California State University be used to offset some of the costs of developing the Human Corps. The segmental and campus Human Corps Task Forces shall jointly determine how those

N/A

N/A

funds are used. It is the further intent of the Legislature that funds be allocated competitively for programs and not on a pro rata basi for each campus. Preference in funding should be given to strengthen and expand exemplary efforts to implement the Human Corps and to stimulate new efforts on campuses where the establishment of student community service programs has been limited.

Campuses may develop numerous approaches to implement the Human Corps on each campus. Activities eligible for funding may include a wide variety of incentives for student participation such as

(a) Recognition programs.

(b) Fellowships.

(c) Awareness programs.

(d) Periodic conferences for students and community organizations.

(e) Transportation costs.

(f) Matching grants.

(g) Intersegmental programs.

99105. The California Postsecondary Education Commission annually, by March 31, shall conduct reports on the progress that the University of California and the California State University are making to substantially increase student participation in the Human Corps. By March 31, 1994, the commission shall conduct a comprehensive evaluation which shall include, but not be limited to the following:

(a) The number of students who completed participation in the Human Corps by academic area (humanities, social services) and academic level (freshman, sophomore, etc.).

(b) The number of students who volunteered, or received pay or academic credit for service.

(c) An inventory of the types of community agencies which participated and the types of opportunities they provided.

(d) An inventory of the types of incentives for student participation offered by campuses including awards, grants, and training.

(e) The number of courses related to Human Corps programs.

(f) The number of staff and sources of funding provided to the Human Corps on each campus.

(g) A survey of participating agencies to determine whether the addition of student resources enhanced their program.

(h) The number of community colleges which participated in the Human Corps.

(i) Recommendations for continuation of the Human Corp including a recommendation whether a mandatory program should be established to the extent that community service programs failed to produce a substantial increase in student participation in the Human Corps. It is the intent of the Legislature to provide funding for the evaluation.

(j) The commission shall convene a meeting of representatives from the University of California and the California State University to determine the appropriate data requirements for the progress reports and the comprehensive evaluation. All progress reports and the comprehensive evaluation shall be submitted to the appropriate fiscal and policy committees of the Legislature.

99106. The sum of seventy thousand dollars ($70,000) is hereby appropriated from the General Fund to the Regents of the University of California and one hundred seventy thousand dollars ($170,000) to the Trustees of the California State University for the purposes of this chapter in the 1987–88 fiscal year. Future funding shall be contingent upon Budget Act appropriations. No provision of this article shall apply to the University of California unless the Regents of the University of California, by resolution, make that provision applicable.

o

ACADEMIC SENATE
of
THE CALIFORNIA STATE UNIVERSITY

AS-1759-87/AA
November 5-6, 1987

THE PLACE OF STUDENT COMMUNITY SERVICE (HUMAN CORPS) WITHIN THE UNIVERSITY

WHEREAS, The State of California has created a Human Corps within the California State University, the principal object of which is to promote student community service, particularly as it may benefit and meet the human needs in our society; and

WHEREAS, The CSU is dedicated to serving the public interest through education; therefore be it

RESOLVED: That the Academic Senate of the California State University endorse the concept of voluntary student community service; and be it further

RESOLVED: That the Academic Senate CSU support the attached statement, "Issues and Considerations for Student Community Service (Human Corps) in the California State University"; and be it further

RESOLVED: That the Academic Senate CSU urge the Board of Trustees to support and disseminate the attached statement as a matter of information and assistance to the campuses.

APPROVED March 3, 1988

1357g

Attachment to: AS-1759-87/AA

ISSUES AND CONSIDERATIONS:

STUDENT COMMUNITY SERVICE (HUMAN CORPS) IN THE CALIFORNIA STATE UNIVERSITY

Introduction

California State University students contribute substantial amounts of service to their home communities. In a survey of activities directly related to academic program requirements, the lask Force on Civic Service Internships (1987) found a large number and variety of internships already in place that result in benefits to local communities. Informal evidence beyond the Task Force Draft Report suggests that such activities are remarkably frequent.

The Task Force survey revealed only the most visible portion of community service internships: those known by campus internship coordinators to be civic service in nature. Faculty familiar with broad range of internship and field work requirements on local campuses are clear in their testimony that there are many more internships that serve communities, many more individual course requirements that similarly serve, and many more voluntary activities adjunct to or wholly apart from classroom activities that result in student community service. Moreover, citizens who happen to be students in the CSU regularly offer service entirely apart from their ties to the University. The real breadth and frequency of all of these contributions are not now known. But clearly they are substantial.

Equally important are the salutary actions of all of these people. A welcome public-spirited philosophy is apparently widely shared among students in the California State University.

Some Specifics: Issues to be Clarified

1. Concerning Definition. Identified in the introduction above are at least four kinds of activities that might be of interest in considering student community service and the Human Corps. These are:

   A. Formal internship activities that are community service oriented and are known as such to internship and cooperative education coordinators on local campuses.

B. Less formal field work requirements in particular courses, and formal internship activities that, although not known as such by the local campus internship and cooperative education coordinators, in fact make significant contributions to the welfare of people with special needs in local communities.

C. Activities undertaken by public spirited people associated with the CSU, that proceed from their association with voluntary campus groups, such as service clubs, student societies, and faculty/student organizations.

D. Activities undertaken by public spirited people associated with the CSU, but entirely without formal connection with their student status.

2. Concerning Estimates of Present Contributions. As Human Corps is implemented, it will be vital to know something beyond 1A above, a preliminary estimate of which was obtained by the Task Force on Civic Service Internships through a survey of campus internships coordinators. It is recommended that the Office of the Chancellor seek information through direct reports from students. This might best be done by sample survey. (SEE NOTE 1) The object would be to develop good estimates, not now available, of the number of students in the CSU who now make public spirited contributions to their local communities. The "baseline" information obtained from students will be indispensable to reaching firm judgments concerning the extent and significance of their contributions, especially to the less fortunate, in their own communities. Goals such as those contained in the statute which establishes Human Corps can be well considered only in the presence of that information.

Further to this point of achieving goals, see item 5, below.

3. Concerning Academic Rationale. The California State University is *per se* engaged in public service: the education of Californians.

that they might lead full and rich lives, and that they might on the basis of their education contribute to the society.

Promotion of the concept of specific community service (volunteered or compensated) to disadvantaged groups is not central to the achievement of the goals of all academic programs. Careful articulation is imperative, not only of a philosophical affirmation of the idea of rendering services to one's community, but also of the role of community service within particular academic programs. Faculty will find community service more central to some academic program goals than to others. Academic-related incentives will appear suitable and justified in some academic program contexts, but not in others.

Similarly, students come from very different economic and social backgrounds. Students who do not have to work will be able to devote their services to the community more easily than will students who must support themselves and others. It follows that conferring academic advantages on students able to volunteer their services to the community (e.g., extra credit in a course, waiver of some program requirements in consideration of volunteer community service) may in context work disadvantage on students who are already suffering economic or social hardships, and for whom even modestly compensated service may be difficult. Given sound academic rationale, requirements or incentives may be justifiable. Without sound academic rationale, students may see only unjustified discrimination.

Further to this issue of student populations, see item 5 below.

4. Concerning Priorities for the California State University. In developing programs that promote student community service, as in developing any new initiative, the place of the program among a listing of other pressing needs must be assessed. The time and attention of faculty and administrators, and of students, is always limited, as plainly are also budgets always limited. Goals of retention, of articulation, of renewed attention to quality of

academic life on our campuses, of achieving fuller equity for underrepresented racial and ethnic minorities, and of contributing in a new fuller way to the reform and upgrading of K-12 education -- these and others press hard for the time and money resources available on every campus.

An appropriate response may be to seek additional resources in the form of outside support for Human Corps. And, pending receipt of such additional resources, and pending the survey or other suitable gathering of information outlined in point #2, above, it may be appropriate to move carefully in implementing Human Corps.

5. Concerning the Nature of the CSU Student Populations. The Draft Report of the Task Force on Civic Service Internships appropriately points to the special nature of the student populations in the CSU. They are frequently "nontraditional" -- first generation college students, from minority ethnic backgrounds, older, and/or part-time. Students' economic, social, and academic backgrounds and abilities must be considered in any program development effort.

6. Conclusions: Academic Requisites for Implementing Student Community Service Programs. This review has not taken up a variety of implementation issues found in the Task Force Draft Report -- issues like liability, faculty workload, and many more. The focus instead has been on other academic issues. Chief among these are five, which must be borne in mind as campuses move to identify a range of opportunities for student community service.

   A. Data on the extent of student community service, voluntary and compensated through salaries, academic incentives, or otherwise.

   B. Academic rationales that are program-specific, clearly defined and developed in consultation with faculty.

   C. Priority judgments in the context of other urgent academic needs and available resources.

D. Availability of additional resources from other sources.

E. Goals for student participation.

NOTE 1. Student community service includes a wide range of activities. Activities occur in the context of student academic life, and surely many contributions occur in contexts entirely apart from student academic life. Many activities are hard to classify, as to whether or not they are community service.

Going to the source -- in this instance, to the students -- seems the only way to get complete data. Interviews seem appropriate; telephone surveys may be a useful approach.

Appendix B

STUDENT INTERNSHIPS--COMMUNITY SERVICE

Appointed by the Board of Trustees, the Task Force on Civic Service Internships envisions a future in which community service will be an integral part of the educational experience of many students. To this end, the Task Force distributed lottery funds, totaling $500,000, to fund community service programs and internships. Each campus received a fixed amount of $20,000 plus an amount proportional to the campus's 1987/88 budgeted college-year full-time equivalent students (FTES).

Further, the Task Force recommended that the use of funds meet these guidelines: (1) To develop a model program in which a currently unmet social need is addressed through the use of students working in the local community, and (2) To enhance an existing program involving community service by students.

In all projects, the emphasis is on providing meaningful placements where the student has the opportunity to apply learned knowledge and skills in meeting special needs within the community. To facilitate record-keeping and communications, each campus has selected one individual to serve as a liaison with the Office of Special Programs in the Chancellor's Office.

Selected campus programs are featured in the brief descriptions below. In addition, summaries of actitivies for each campus are provided at the end of this report.

EDUCATIONAL PARTICIPATION IN THE COMMUNITY (EPIC)

Students from California State University, Long Beach contributed 23,400 hours of service through the EPIC program in community agencies such as the Orange County Health Care, Long Beach Senior Center, Long Beach Centennial, Children's Hospital, Family Service, Interval House, Children's Museum, and the Long Beach Unified School District. The services of the students ranged from computer programming to nutrition and personal counseling, from graphic design to senior citizen care.

EPIC sponsored interns from California State University, Los Angeles assisted in organizing volunteer tutoring and mentoring projects at local junior high and elementary schools in Los Angeles, working in conjunction with a drop-out prevention program known as "Focus On Youth."

VOLUNTEER INCOME TAX ASSISTANCE PROGRAM (VITA)

Nineteen accounting majors from California Polytechnic State University, Pomona worked as student interns in the VITA program, providing tax assistance to the elderly and non-English speaking taxpayers at nine public libraries. A total of 967.75 hours were spent preparing 1,264 tax returns. The VITA program has directly contributed to the solution of a community problem endemic to low income, elderly, and non-English speaking taxpayers. That is, they do not have the ability to pay costly fees to tax practitioners. Students also benefit, as they relate their academic learning to the solution of real problems.

ORGANIZATIONAL RESEARCH FOR PUBLIC AGENCIES AND ELECTED OFFICIALS

Approximately 160 government internships are provided each year at *California Polytechnic State University, San Luis Obispo*. Students performed policy, legislative, and budget analyses, constituent relations, preliminary trial work, and developed working administrative manuals for various offices. Most students are placed in legislative and executive offices of the Federal and State Government; however, some students work in local executive offices and district attorney's offices in California.

DEVELOPMENT OF AUDIOVISUAL AND PROMOTIONAL MATERIALS

An intern from *Sonoma State University* worked with the Sonoma County Foundation to promote the work of charitable agencies in the area of health and human services, education, environment, and the arts. The intern was responsible for press releases and for organizational communications.

PROGRAMS FOR THE DISABLED

Twenty-five students participated in a "Movement Unlimited" camp for disabled children at *California State University, Chico*. This sports camp afforded physically disabled children an opportunity to participate in campus adaptive sports and recreational programs. The camp also gave University students opportunities to see how course concepts can become a practical hands-on approach to working with disabled children.

PROGRAMS FOR THE HEARING IMPAIRED

At *California State University, Dominguez Hills*, a student planned and implementd a special preview performance of the CSUDH production of "A Mid-Summer's Night Dream" for the hearing impaired. An audience of 300 attended the event in May.

More than 35 students at *California State University, Northridge* supported projects for deaf/hearing impaired individuals, providing management support services, developing a video tape, providing sign language instruction and tutoring, and producing several special projects. Because hearing impaired students in high schools throughout the country have little or no exposure to post-secondary programs that could provide opportunities for them, the staff of *The Deaf Matador*, a campus newsletter for deaf students, developed a special senior issue that had articles geared towards high school students. The newsletter was sent to over 2,000 high school, community college, and rehabilitative agencies serving deaf students in all 50 states.

PUBLIC SCHOOL OUTREACH

Sixteen student interns from California State University, Sacramento were placed at three local elementary schools with a high concentration of low income and ethnic students. Four theatre arts students and five science students assisted teachers by combining the arts with multi-cultural themes including dramatic characterizations of the lives of Harriet Tubman and Martin Luther King, Jr. The two nursing interns provided health education services, increased parent contact and involvement in health problems, and set up a health record system. The two counseling interns provided individualized, group, and parent counseling, as well as fostered career awareness among students.

AGRICULTURAL AGENCIES

California State University, Fresno placed several students in agriculturally-related agencies such as the California Institute of Rural Studies, the San Joaquin River Commission, and the University of California Agricultural Extension Services.

SERVICE TO SPANISH-SPEAKING POPULATIONS

Ten interns at San Diego State University used their translation skills to assist Spanish-speaking individuals in several programs. Eight of the students served as interpretors for Spanish-speaking people seeking legal assistance from a local public defender agency. Two of the students assisted with international business transactions for a local import/export firm.

SERVICES TO FAMILIES

At Humboldt State University, services for families, and especially for "at-risk" youth, included friendships and enrichment activities for teen mothers, children living in low income housing, and teenagers not succeeding in high school who were interested in arts careers or outdoor adventures. Youths of all ages were offered hands-on educational experiences in natural resource conservation, physics, and biology. Further, services to adults included information and support to individuals interested in pursuing higher education.

At San Jose State University, forty students in the Department of Health Science completed field training requirements in the community. Many of the students served on projects that were designed for low income, minority families. For example, two students were placed with Alviso Health Center, an agency organized to serve low income families. One student worked with the Cancer Society and helped to organize a screening program for breast cancer with special emphasis given to recruiting low-income, minority women into the program. Two hospital administration students worked with San Jose Hospital to develop programs to better serve the low-income community.

ENVIRONMENTAL PROGRAMS

A student from California State University, Bakersfield provided analysis of bubonic plague biological data and monitored rodent population and conducted surveillance of potential sites for bubonic plague infestation.

Two students from California State University, Stanislaus served as geologic researchers for the Hazardous Materials Division of the Stanislaus County Environmental Resources Office.

HEALTH ORGANIZATIONS

Although a variety of internships are provided at California State University, San Bernadino, a major focus is placed on local health agencies. Some of the agencies served are the American Cancer Society, Inland Counties Hypertension Control Council, American diabetes Association, Riverside General Hospital. One student provided services as a translator for medical records.

PROBATION OFFICES

Concern with the futures of delinquent children is expressed through internships at California State University, Hayward. Students work with the Alameda County Deparment of Probation to provide services to juvenile delinquents and their families. Students interview and counsel clients, prepare papers for municipal judges, supervise young adults, and work with their schools and families.

INCREASING COMMUNITY SERVICE AND VOLUNTEERISM

At California State University, Fullerton, funds were used to computerize the Center for Internships to ensure the efficient flow of intern information from the business community to the academic departments which provide student interns. As a result of computerization, the Center has advertised 470 positions with 230 companies; 5,343 student resumes have been sent to advertising companies and 280 students have been placed.

Lottery funds were also used to support students interning as management personnel in the Community Involvement Center at San Francisco State University. The Center is an interdisciplinary, experiential education and community service program which provides academic credit, training, and support for students volunteering in the Bay Area. The Center also recruits, advises, and makes referrals to thousands of students interested in volunteering independent of on-campus supervision and without course credit. The student interns planned the "Community Service Opportunities Fair" which brough 40 non-profit agencies on campus over a two-day period to educate 1,000 students and to recruit volunteers.

Individual campus demographics:

CALIFORNIA STATE COLLEGE, BAKERSFIELD

Internships and Community Service Activities

Number of students involved: 23

SERVICES PERFORMED: Through internships, students worked with public service and non-profit agencies in the areas of mental health, child abuse, career counseling, geriatric care, health care, education, drug intervention, ethics, the arts, family counseling. Students assisted in career counseling, crisis intervention, fund raising, planning recreation for senior citizens, tutoring, social work. Indirect services included administration and management support, research and evaluation, accounting, marketing, volunteer coordination.

BENEFITS TO COMMUNITY: The placement of students in such a variety of internship programs offers flexibility for the student and meets the diverse needs of the CSUB region.

RELATIONSHIP TO ACADEMIC PROGRAM: The program is administered under the Cooperative Education and Management Intern Program and is building toward a Human Corps program, providing paid internships in public service and non-profit agencies. In addition to funds, students received unit credit in academic areas.

CALIFORNIA STATE UNIVERSITY, CHICO

Internships and Community Service Activities

Number of students involved: 154
Faculty participation: 5

SERVICES PERFORMED: Through internships, student nurses were placed in rural areas; the University's public radio station received planning and administrative assistance; and needy graduate students completed their training in family counseling positions. Further, funds provided training for the campus Community Action Volunteers in Education (CAVE) program, supported the "Movement Unlimited" camp for the disabled, and assisted engineering volunteers in construction of a large-scale model of the Association for Retarded Citizens' (ARC) logo to be used in fund raising efforts. Additionally, funds provided for 17,000 geological circulars as instructional materials for public school teachers and the implementation of a primary prevention program, for head and spinal cord injury, at four area high schools.

BENEFITS TO COMMUNITY: Forty nursing students were able to work in remote areas not usually serviced by program. The expansion of the public radio station will provide increased services to surrounding area. Long-term effects will occur as CAVE volunteers continue to identify and meet community needs. Contact was made with more than 1650 high school students during the head trauma presentations, and more than 17,000 educational circulars will be distributed by the end of 1988 to public school teachers in the nine-county service area. The involvement with physically disabled children and the retarded citizens' group have immeasurable effects for the student participants and the for community.

RELATIONSHIP TO ACADEMIC PROGRAM: All internships are directly related to academic programs; however, services are provided which might not otherwise be made available through regularly available funding. All funded programs have a direct relationship to academic programs, offering "hands-on" experience to course concepts and theory.

CALIFORNIA STATE UNIVERSITY, DOMINGUEZ HILLS

Internships and Community Service Activities

Number of students involved: 30
Faculty participation: 8

SERVICES PERFORMED: Student involvement included adapting a drama production for the hearing impaired, providing weekly dance classes at a high school, producing a composition and performing music, lobbying in favor of the visual and performing arts, creating and organizing an arts summer camp model for high school students. Funds provided child care and tutorial services; other students served as counselors and case workers with the probation department.

BENEFITS TO COMMUNITY: Students shared skills and expertise with high school and elementary school age students and interacted with key legislators to expand arts to all segments of society.

RELATIONSHIP TO ACADEMIC PROGRAM: Programs allowed students to relate academic learning to the solution of social issues.

CALIFORNIA STATE UNIVERSITY, FRESNO

Internships and Community Service Activities

Number of students involved: 48

SERVICES PERFORMED: Student interns provided professional level services in community agencies which were directly related to their academic majors. These services included research, counseling, report writing, public relations, animal care, instruction, marketing and program management.

BENEFITS TO COMMUNITY: Students worked in public agencies for administration, environmental health, public works, probation, air traffic, human relations, and gave assistance for such organizations as YMCA, American Red Cross, Gay United Services, Family Services Center, and the American Lung Association.

CALIFORNIA STATE UNIVERSITY, FULLERTON

Internships and Community Service Activities

Number of students involved: 31

SERVICES PERFORMED: Clinical psychology interns counseled families; geography majors utilized cartographic, computer, and analytic skills at the parks and recreation office, city development services, and fire department; other interns provided in-home assistance, designed day-care recreation programs, or taught classes for elderly; sociology interns assisted in off-campus research organizations; and other interns were placed with fair housing, police, public school, city, and congressional offices.

BENEFITS TO COMMUNITY: Funds also provided for the computerization of the Center for Internships, facilitating contact with more than 230 community agencies, and securing 280 paid internships. Additional monies were used for a coordinator for internship placement in the Human Services Program which placed over 300 student in fieldwork courses.

RELATIONSHIP TO ACADEMIC PROGRAM: Funding to support internships in conservation and environmental fields, in particular, is a new idea on campus; the lottery funds made it possible to go forward with this endeavor.

CALIFORNIA STATE UNIVERSITY, HAYWARD

Internships and Community Service Activities

Number of students involved: 122

SERVICES PERFORMED: Interns provided services through 89 community agencies, including centers for abused adults and youth, Alzheimer's patients, juvenile delinquents, and county inmates, as well as social services and education for handicapped children and adults. Interns provided intervention assistance for rape and suicide centers and counseling in family planning situations. Interns also worked directly in public education and for parks, museums, and preservationist groups.

BENEFITS TO COMMUNITY: The impact in the community is diverse, providing the students with practical experience in their areas of expertise and giving the community assistance in areas of need.

RELATIONSHIP TO ACADEMIC PROGRAM: These paid internships are coordinated through the cooperative education program.

HUMBOLDT STATE UNIVERSITY

Internships and Community Service Activities

Number of students involved: 162
Faculty participation: 35

SERVICES PERFORMED: In non-paid positions, students offered services to at-risk youth and to adults on welfare seeking a higher education. Students also participated in the city's re-cycling program, the analysis of pedestrian and cyclist needs, and in promoting understanding of the selective service law.

BENEFITS TO COMMUNITY: This program encourages masters' level students and faculty advisors to orient projects toward community service. New classes evolve as students learn how to meet community needs.

RELATIONSHIP TO ACADEMIC PROGRAM: The 35 faculty members and 162 students represent 26 majors and 17 departments. The community services evolved through classwork, independent studies, and or masters' projects.

CALIFORNIA STATE UNIVERSITY, LONG BEACH

Internships and Community Service Activities

Number of students involved: 104

SERVICES PERFORMED: Substance abuse, victim, nutrition and personal counseling; computer programming; recreational program administration; library assistance; public relations; fund raising; hospice worker; financial assistance; program administration; graphic arts; senior citizen care; respite care; lab aide; research and statistical aide; children's program aide.

BENEFITS TO COMMUNITY: 23,400 hours of service were provided by students placed through the EPIC program in community agencies such as Orange County Health Care, Senior Center, Long Beach Centennial, Children's Museum, Family Service, Interval House, Children's Hospital, and Association of Catholic Student Councils and Long Beach Unified School District.

RELATIONSHIP TO ACADEMIC PROGRAM: Academic disciplines represented included psychology, social work, sociology, educational psychology, speech communication, history, journalism, mathematics, biology, physical education, marketing, finance, accounting, engineering, and graphic arts.

CALIFORNIA STATE UNIVERSITY, LOS ANGELES

Internships and Community Service Activities

Number of students involved: 10 internships; more than 280 volunteers

SERVICES PERFORMED: Interns provided counseling for abused and abandoned children, gave interactive supportive care for hospitalized youth, counseled in junior high and elementary school's drop out prevention program, and developed an AIDS awareness project. Funding also provided resources to increase participation of volunteers in the EPIC program and to create awareness in a future Human Corps program of trained volunteers in the community.

BENEFITS TO COMMUNITY: The Community Service Internship funds and the paid internship and volunteer activities they support continue to be a catalyst to encourage increased faculty and student participation in community service.

RELATIONSHIP TO ACADEMIC PROGRAM: Faculty reports increased student applications for field placements and student projects, from 280 last year to 432 in 87-88. Improved promotion of student volunteer, credit, and paid internship opportunities has resulted in increased requests for volunteer placements in community service.

CALIFORNIA STATE UNIVERSITY, NORTHRIDGE

Internships and Community Service Activities

Number of students involved: 41+

SERVICES PERFORMED: Interns worked at the Center of Achievement for the Physically Disabled and with the National Center on Deafness projects, providing counseling, research, public relations, tutoring, management and administration assistance. In another program, six disabled students received internships, promoting the positive image and capabilities of persons with disablities working in the community.

BENEFITS TO COMMUNITY: Five interns assisted more than 400 physically disabled individuals to increase their levels of independence, self worth, and productivity through adapted physical activity and exercises. Further, more than 35 students supported projects for deaf/hearing impaired individuals, providing management support services, developing a video tape, providing sign language instruction and tutoring, and producing several special projects, including a special issue newspaper, The Deaf Matadors.
Additionally, the placement of disabled student interns provided the community with a greater awareness of the abilities of persons with disabilities.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, POMONA

Internships and Community Service Activities

Number of students involved: 95

SERVICES PERFORMED: Interns provided outreach programs for developmentally disabled; worked as engineering aides in tracking pollution-related incidents; developed marketing plans for local businesses; worked in non-profit human service organizations; offered instruction in animal care in urban society; developed a physics magic show for school children; worked with women's groups; provided tax assistance to elderly and to non-English speaking taxpayers.

RELATIONSHIP TO ACADEMIC PROGRAM: Various internship programs required weekly and final written projects. Often, the project was an assignment of value to the agency, such as a feasibility study for new procedures or equipment or a training manual. Internships developed student self-confidence, leadership, planning, and communication skills.

CALIFORNIA STATE UNIVERSITY, SACRAMENTO

Internships and Community Service Activities

Number of students involved: 16

SERVICES PERFORMED: Interns were involved in a variety of projects, using drama to illustrate multi-cultural themes, providing nursing health services, and increasing family contact, counseling, and parent awareness.

BENEFITS TO COMMUNITY: The 16 students were placed at three elementary schools with a high concentration of low income and ethnic students. Projects provided increased communication between school and community.

RELATIONSHIP TO ACADEMIC PROGRAM: Students received practical experience in the nursing, theatre arts, and counseling areas.

CALIFORNIA STATE UNIVERSITY, SAN BERNADINO

Internships and Community Service Activities

Number of students involved: 151

SERVICES PERFORMED: Services varied greatly and included services to underprivileged youth, minority-serving agencies, arts and cultural centers, human service programs, geriatric-serving programs, and health agencies. Students performed as interviewers, tutors, crisis line volunteers, financial assistants, coaches, translators, physical therapy aides, library aides, police crime lab assistant, marketing planner, hospice worker, nutritionist, and board member for community housing.

BENEFITS TO COMMUNITY: In keeping with the spirit of the Human Corps legislation, students were encouraged to accept positions that were meaningful and of significant value to the agency. Placements were of a paraprofessional nature, had specific goals, and required weekly supervision by an agency official. Sixty students gave more than 3,000 volunteer hours; 88 club members volunteered 487 hours. Some of the agencies served included Boys Club, Casa Ramona, Family Service Association, YMCA, Rape Crisis Center, Hospice Association, Probation Department, American Cancer Society, Riverside General Hospital, San Bernadino County Musuem.

RELATIONSHIP TO ACADEMIC PROGRAM: Funds were not appropriated for the purpose of supporting academic internships. Some students, however, arranged on their own for credit through their respective departments. Volunteer activities in almost all instances related to students' academic programs.

SAN DIEGO STATE UNIVERSITY

Internships and Community Service Activities

Number of students involved: 87
Faculty participation: Faculty members participated as facilitators for projects.

SERVICES PERFORMED: In a variety of internships, student translators served as interpretors for Spanish-speaking people seeking legal assistance and assisted with international business transactions; political science majors provided dispute resolutions services to businesses, consumers, tenants, and families; other interns provided expertise in the design and development of information systems for community agencies like the American Cancer Society and the San Diego Zoo; other students worked in family planning services for new immigrants. Performances were given of chamber operas and opera scenes at public and private schools, retirement homes, and awards events. Still other internships provided for tutoring services and science education experiences to children in San Diego.

BENEFITS TO COMMUNITY: The greatest lesson students learn through experiences such as these is not only to take and receive in their educational experiences but also to give back their talent and acquired skills to the community that supports them.

RELATIONSHIP TO ACADEMIC PROGRAM: Students receive practical experience complimentary to the theoretical training offered in the academic programs.

SAN FRANCISCO STATE UNIVERSITY

Internships and Community Service Activities

Number of students involved: 3 interns; 1000 volunteers
Faculty participation: 4

SERVICES PERFORMED: Interns assisted in promoting the Community Involvement Center, in recruitment for 40 non-profit community agencies, in training and supervising the volunteer academic interns, and in fund raising for Center. Further they assisted by upgrading the course curriculum, by networking between community agencies, and by promoting volunteerism through public speaking opportunities, reaching thousands of students. Volunteers worked as aides, tutors, counselors, publication coordinators, communications consultants, receptionists, public speakers, individual care providers, legal advocates, and program administrators in 77 agencies.

BENEFITS TO COMMUNITY: Receiving volunteer assistance were agencies for community outreach, crisis intervention, education, legal and human rights, physical and mental health, senior services, youth services, and the arts. By strengthening the Center on campus, the funds empact the community by coordinating volunteer activities and by providing a direct link from community agencies to campus resources.

RELATIONSHIP TO ACADEMIC PROGRAM: 348 students, enrolled in seven classes, received academic credit for their involvement in the program. All activities in which students were involved were required by their academic internship contract; each student's performance was evaluated with grades for both skill development and knowledge attainment.

SAN JOSE STATE UNIVERSITY

Internships and Community Service Activities

Number of students involved: 88

SERVICES PERFORMED: Internships in various fields provided assistance in dietetics and institutional food services; outreach to minority high school students; health education to low income families and elderly; community education programs for prenatal care, AIDS, and breast cancer; education of disabled; preservation of wildlife; library cataloguing; and tutoring with the Literacy Workshop.

BENEFITS TO COMMUNITY: Students contributed immeasurably to the health, education, and well being of residents in the community while they completed field assignments.

RELATIONSHIP TO ACADEMIC PROGRAM: Often interns are hired by agencies and school districts for which they provide services; school districts have requested more student interns for the fall. Further, funds provided materials for the MESA program which recruited 300-400 minority students during the summer program. All internship programs gave the students an excellent opportunity to put the skills learned in the academic setting to work on real time problems.

CALIFORNIA POLYTECHNIC STATE UNIVERSITY, SAN LUIS OBISPO
Internships and Community Service Activities

Number of students involved: 160 paid internships; 4,000 volunteers

SERVICES PERFORMED: Interns performed policy, legislative, and budget analyses; worked with constituent relations; did preliminary trial work; and developed working administrative manuals for various offices. Volunteers work for various agency fund raisers, program design, program delivery, and program assessment.

BENEFITS TO COMMUNITY: Student interns were placed in legislative and executive offices of the Federal and State Government. Local executive offices and district attorney's offices in California were also utilized for internships. Students, both interns and volunteers, have a direct impact on the future of the communities they serve.

RELATIONSHIP TO ACADEMIC PROGRAM: Community service provides a laboratory for students to test out knowledge and skills learned in the classroom. Internships are primarily used for students majoring in pre-law and public administration, and placements are generally made in governmental settings. Some students receive University credit where it is appropriate to their individual programs.

SONOMA STATE UNIVERSITY
Internships and Community Service Activities

Number of students involved: 83
Faculty participation: 6

SERVICES PERFORMED: Provided library skills presentations; assisted with family service counseling, small business consulting, public relations, and conducted marketing, research and evaluation for cultural arts and public services agencies.

BENEFITS TO COMMUNITY: Funds provided for a student coordinator to improve current and to develop new volunteer and internship opportunities in local community service agencies. Sixty students were offered new placement opportunties.

RELATIONSHIP TO ACADEMIC PROGRAM: Funds were used to increase opportunities for gerontology internships. Additional benefits to the student and the program included closer supervision of interns, providing a forum for discussion and evaluation of the program, fostering networking between past and present students, and creating a bridge between students' university experience and future endeavors.

CALIFORNIA STATE UNIVERSITY, STANISLAUS

Internships and Community Service Activities

Number of students involved: 36

SERVICES PERFORMED: Students worked as counselors in drug and alcohol rehabilitation centers, as an advisor in a South East Asian refugee farm project, as tutors in math and English as a Second Language program, as a campaign marketing advisor for the United Way, as program developers for the Volunteer Center and the Boy Scouts, as teachers of the developmentally disabled, as a gallery coordinator for the Turlock Arts Commission, and as researchers for the Hazardous Materials Division of the Stanislaus County Environmental Resources Office.

BENEFITS TO COMMUNITY: The broad spectrum of services provided and the range of student expertise in the 13 academic majors represented assisted the community in areas of need.

EXECUTIVE SUMMARY

Student Internships--Community Service

Lottery funds provided for more than 1700 student internships for community service. In addition, more than 5000 student volunteers participated in community service projects and activities. All nineteen CSU campuses directed programs, offering students opportunities to relate their academic knowledge and learned skills to practical experience in real life settings. Through paid internships, volunteerism, work-study, laboratory experiences, cooperative education, and clinical assignments, students accepted meaningful placements in diverse settings. In keeping with the spirit of the Human Corps legislation, students were able to reach out into their communities and make significant contributions to the lives of others.

STUDENT INTERNSHIPS
OUTREACH TO UNDERREPRESENTED HIGH SCHOOL STUDENTS

1987-88 Year End Report

EXECUTIVE SUMMARY

Lottery funds in the amount of $501,000 were made available to enable selected CSU campuses to respond more effectively with outreach activities to 167 high schools with Hispanic and Black enrollments of 60% or higher. Funds were distributed to CSU campuses at a rate of $3,000 for each school in their respective service areas that qualified for the special assistance. These funds were utilized by 15 campuses during 1987-88 to employ approximately 226 CSU students to reach 101,700 students, the majority of them in the 10th grade. CSU students informed them about the admission requirements and assisted them to qualify for admission. The majority of high schools with large enrollments of underrepresented students were served by this program.

The program raises the level of academic preparation and aspiration of Black and Hispanic urban high school students by having CSU students, usually from underrepresented groups, serve as mentors and role models. The program promotes shared responsibility between high schools and the CSU for improving the preparation of young people.

By giving CSU students the opportunity to experience the satisfaction of working with young people, the program may also encourage them to pursue a career in education. The program also may improve the retention of CSU interns by providing meaningful employment and supervision as well as the opportunity to apply classroom learning.

STUDENT INTERNSHIPS--OUTREACH TO UNDERREPRESENTED HIGH SCHOOL STUDENTS

Fifteen campuses received lottery funds to provide additional services to high schools with 60% or more underrepresented enrollment during 1987-88. The purpose of the program is to advise high school students of CSU admission requirements and to assist them to prepare to qualify for admission. The following is a summary of information submitted by the campuses on the instructional benefits of this program.

1. Number of schools funded for the Student Internship program: Total: 167

   Number of high schools receiving outreach services supported by lottery funds: Total: 209

   The additional 42 schools, selected by the various campuses, received a minimum level of service, usually limited to one time presentations and distribution of outreach materials.

2. All of the campuses increased CSU student participation in outreach to high schools with significant Black and Hispanic enrollments. Total CSU students participating in this program: 272. Of these 226 were paid and 46 were volunteers.

3. Thirty students received college credit for their work. The cumulative units earned during the academic year was 61.

4. The following are representative examples from among campus replies that indicate how outreach provided by CSU students is related to knowledge derived from their classroom:

   > "...afforded CSU students practical application of education related concepts, application of educational theories and field work credit."

   > "Student interns also used some of the theories and concepts from counseling and teacher education courses. Cross-cultural counseling techniques, career counseling and interviewing skills were most commonly used by the student interns."

> "Interns are expected to make numerous presentations before high school classes and assemblies, thereby applying the principles taught in our mandatory Speech class. In their individual sessions with students, interns are expected to apply some of the concepts taught in both the introductory psychology and educational psychology classes."

> "In interfacing with high school students, CSU student assistants applied concepts and theories learned in class such as: effective oral communication when speaking before groups and in one-to-one sessions. They had to apply motivational tools while providing information."

Typical course titles for which academic credit was granted include:

Principles of Human Behavior
Field Work in Social Aspects of Education
Paraprofessional Seminar
Minority High School Counseling
Human Services Practicum

5. Selection: Campus administrators usually selected student assistants on the basis of several criteria and through the use of interviews by professional outreach staff. A large number of students continued their employment in the program from the prior year. The criteria included:

- Prior outreach experience
- Familiarity with target schools (preference to former graduates)
- Demonstrated ability to relate with people of diverse backgrounds
- Demonstrated ability to communicate effectively
- Strong interpersonal skills
- Ability to work independently with minimal supervision
- Good academic standing, with grade point average no less than 2.5
- Familiarity with student services

Orientation and Training: All student assistants were given training. Training consisted of one week to fifteen days initially, followed by regularly scheduled sessions held at least twice a month. Training sessions included:

- Admission Requirements
- PSAT and SAT Test Preparation
- Choosing a career/college
- Application Process
- Financial Aid information
- Student Services available
- Campus life
- Making presentations to groups and individuals
- Team building
- Goals and objectives of lottery-funded student outreach and campus outreach programs
- Reading transcripts
- Supervision and evaluation

Supervision: Student assistants were accountable to professional staff, including CSU outreach personnel and in most instances to high school counselors. High school counselors participated in the formal written evaluation of the student assistants.

6. Approximately 101,700 high school students benefited from this program. The high school students received information on the CSU admissions requirements, preparing for college while in high school, and financial aid. In most schools, interns also had access to high school students for one-to-one advising. All students received written material available for outreach purposes.

The CSU interns are normally assigned to a specific school and, if possible, to a high school from which they were graduated. The interns typically visit the school from two to three times a week and spend two to five school hours per visit. A few campuses used a different model in the delivery of information. One campus used student teachers already in high schools and expanded their hours in the high school to include college admissions counseling. One campus used students only on panel presentations. These students shared their personal experiences with the high school audiences while outreach information was provided by professional outreach staff.

7. Campuses reported no problems that could not be corrected.

- Two campuses did not spend a significant amount of their allocation. One had problems finding students willing to travel into some neighborhoods. For 1988-89 this campus will modify its hiring practices and attempt to find graduate students who have greater expertise and maturity to cope with gang issues in the target schools. If they are unable to do this, the schools may be assigned to another campus. The second campus had new program administration, and in the process a significant underestimation of expenses was made. Closer monitoring will be required in both instances and transfer of funds will be considered if necessary.

- One campus reported that one high school had a change in administrative personnel and requested that the program be delayed for one year. The campus obliged and offered the available services to other schools needing special assistance.

- A fourth campus had a high turn over of students and has now been allowed to hire temporary help when reliable student help is not available.

8. All of the campuses reported that the program was effective, and in all instances CSU student involvement was increased. All campuses are enthusiastic about the program, believe it is beneficial and that it is accomplishing its goals.

9. Five campuses have initiated tracking to identify the number of targeted high school students who are pursing a college preparatory curriculum. Three of these campuses have done sample surveys or surveyed selected students to determine the level of college preparation. A sixth campus will begin the tracking in fall 1988. It is too early in the program to identify its impact on college level course enrollment patterns. However all campuses need to begin their tracking systems. Campuses will be encouraged to identify and monitor course taking among the targeted students.

10. Please see the following attachments for summary campus and program information:

    Attachment A: Student Contacts
    Attachment B: 1987-88 Budget
    Attachment C: Student Salaries as a Percent of Total Campus Allocation

PROPOSED REVISIONS
TO NCS DRAFT OF SNAPS-89 QUESTIONNAIRE

A. Is it possible to include a visual example of how to mark two-column bubbles near the instructions on the first page?

B. Are the boxes at the top of the bubbles necessary? Could they produce a lot of stray marks on the questionnaire?

C. On the 1984 questionnaire, every other column of responses was shaded (see Question 3), or shading was done on both the columns and rows (see Question 6). For the 1984 questionnaire, we would like to have shadings for alternate rows only, and to continue the shading for a row through all response columns.

D. Question 11 at the bottom of page 1 is repeated at the top of page 2.

E. Use small horizontal dots to link long lists of items to the appropriate row of response bubbles (e.g., see Questions 1,2,3, 6, etc. of the 1984 questionnaire).

F. At the end of the survey (following Social Security Number), we would like to provide space for five campus-specific questions. The format and instructions provided on the 1987 American College Testing Program Questionnaire (College Student Needs Assessment Survey--28691-001:321), Section IV, Additional Questions, might be used. In addition to limiting this section to five questions, limit the response options to 10 per question (bubbles A through J).

Q1. Reword question to read, "Including the present one, how many years have you been enrolled at this campus?" Eliminate the first column of bubbles.

Q2. Add the word "or" following graduate in the fourth option.

Q3. Eliminate bubbles three through nine in the first column.

Q5. This is an open-ended question for the student to answer, so space is needed to write in a brief answer (e.g., chemistry, computer science, sociology, etc.). Keep the three columns of bubbles (and mark, "Office Use Only"); they will be used later to code the student responses. See Question 29 on the 1984 instrument.

Q9. Reverse order of Filipino and White, Non-Hispanic.

Q10. Eliminate bubbles seven through nine in the first column.

NEW QUESTION

Add the following question following the present number 9:

"Are you a United States citizen?" The response options are "Yes" and "No."

Q11. Change the third response option to read 15-29 minutes, and the fourth option to read 30-44 minutes.

Q12. Please change this question as follows: "We would like to know how much time you spend on campus **OUTSIDE OF CLASS** (caps, bold print). In an average **WEEK**, about how many hours are you on campus, excluding the time spend in dorms? Be sure to include all forms of social or academic activity (e.g., time in the Library; computer and science labs; student union; food service areas; P.E. and recreational facilities; campus administrative offices such as admissions and financial aid; art, theatre, music, and media facilities; the campus lawn and grounds)." Keep the six response options currently shown in Question 12.

Q13. Eliminate the "Not Important At All" option. The four remaining options should read "Very Important," "Important," "Somewhat Important," and "Not Important." Rearrange the order of the items as follows:

ACCESS
- Convenience; close to home or work
- Availability of on-campus child care
- Convenient public transportation to school
- Opportunity to work on campus

PROGRAMS/REPUTATION
- Recommendations from family, friends, alumni
- Availability of a particular major
- Reputation of athletic programs
- General academic reputation of the school
- Academic reputation of the campus in my major
- Recommendations from school or college counselors

FINANCES
- Low to moderate cost
- Availability of financial aid

ENVIRONMENT
- Chance to leave home
- Availability of on-campus housing
- Size of the campus
- Overall appearance of the campus
- Geographic setting of the campus
- Ethnic composition of the student body

Q14. Eliminate the "Not Important At All" option; the four remaining options should read "Very Important," "Important," "Somewhat Important," and "Not Important." Highlight the entire "Don't Know" column of bubbles on the right hand side, and make the words **"DON'T KNOW"** caps in bold face. Rearrange the order of the items as follows:

INSTRUCTION
- Instructional quality; content of courses
- Accessibility of faculty
- Variety of courses offered
- Fairness of testing and grading
- Intellectual stimulation from faculty

ACADEMIC SUPPORT
- Library collections
- Library service
- Lab facilities
- Computer facilities
- Academic advising services on campus
- Pre-college advising from my high school
- Pre-transfer advising from my community college
- Tutoring/basic skills services
- Convenience of class scheduling

STUDENT SERVICES
- Campus housing
- Campus information
- Recreation programs/activities
- Student Union
- Child care
- Parking
- Student health service
- Psychological counseling
- Availability of financial aid
- Campus food services
- Intercollegiate athletic programs
- Career guidance from faculty
- Career guidance from Career Planning Office
- Social and cultural activities
- Campus orientation programs
- Special Student Services (e.g., disabled, EOP, affirmative action, older adult)

Q15. Reword the question as follows: "If you think that the **QUALITY OF INSTRUCTION** on your campus is **EXCELLENT** or **GOOD**, skip this question. If you think that the quality of teaching is **FAIR** or **POOR**, what are some of the reasons? Check all that apply." Delete the words agree and disagree, and insert only one bubble for each item. Add "Instructors are inconsistent in testing and grading" to the list.

Q16. Add "None of the above" to the list, and move the question to number 17.

Q17. Move this question up one space to number 16. It should read as follows: "If you rate **ACADEMIC ADVISING** on your campus as **EXCELLENT** or **GOOD**, skip this question. If you rate **ACADEMIC ADVISING** as **FAIR** or **POOR**, what are some of the reasons? Check all that apply." Insert only one bubble next to each item.

Q18. Indicate to "Mark Only One."

NEW QUESTION

"Do you need to use a computer in any of your course work?" The options are Yes and No.

NEW QUESTION

"Do you have adequate access to computers on your campus?" The options are Yes and No.

Q22. The revised question should read as follows: "Listed below are some common reasons that students often give for leaving college before earning a degree. In your opinion, what are the **MAIN** reasons students on this campus drop out of school?" **MARK NO MORE THAN TWO RESPONSES.** The response options are:

CAMPUS FACTORS
- Dissatisfaction with the quality of teaching.
- Unavailability of degree programs or courses
- Inadequate student services
- Lack of campus social life
- Frustration with parking, class scheduling, bureaucracy

PERSONAL FACTORS
- Lack of interest, motivation, or academic goals
- Financial problems (need to support self/family)
- Time conflicts, demands of job or family
- Poor academic performance, bad grades
- Earning a degree not a major goal

Q23. We would like to make several changes in the format of this question. First, the revised question should read: "Listed below are some things that the campus might do to help you reach your educational goals. If you think that the school is already doing all that it can to help, **GO TO THE NEXT QUESTION**. Otherwise, choose no more than **THREE** items from the list, and mark the appropriate circles." Second, delete the headings of Most Important, Second Most Important, and Third Most Important, and the first and second columns of bubbles; each choice should have only one bubble next to it. Third, please group the items to read as follows:

SERVICES

Increase/improve tutoring services
Provide more/better career counseling
Provide more/better on-campus child care
Increase/improve personal counseling (psychological)
Provide more/better on-campus housing
Provide more/better academic advising

PROGRAMS

Offer greater variety/number of degree programs
Improve the quality of instruction
Hire better faculty

ACCESS

Schedule more evening classes
Schedule more weekend classes
Provide more off-campus classes
Improve access to computer terminals
Increase/improve information about financial aid
Increase availability of financial aid
Make financial aid processing easier
Improve the parking situation

Q26. Delete this question.

Q28. Change to read, "Mark No More Than Three." Change "Employer reimbursement" to "Support from employer."

Q29. Delete this question.

Q31. This is an open-ended question similar to number 5. The student will write the name of each occupation in the spaces or boxes provided, and the responses will later be coded using a set of three-column bubbles for each occupation (marked, "Office Use Only). See Question 30 on the 1984 questionnaire.

NEW QUESTION

"At what hours do you have classes scheduled this semester/quarter?" Options are Day Only (Before 4 p.m.), Night Only (After 4 p.m.), and Both Day and Night.

NEW QUESTION

"Are you married?" Options are Yes or No.

Q48. The question should read: "This question is optional. What is your Social Security Number? Remember, your responses to this survey are confidential and for research purposes only."

NOTE

The remainder of the questionnaire is devoted to a separate topic. It would be useful to have a sub-heading (in bold face but smaller type size than the main heading) to indicate that this is a sub-section. It should read, **"COMMUNITY SERVICE ACTIVITIES."** Insert the words, "as mandated by law," following "A report on the findings" in the second sentence of the introduction to this section. In addition, please capitalize the words, "LISTED ON THE LAST PAGE," in the last sentence.

Q43. We would like to move this question to the space currently occupied by Question 33. The new wording is: "Following is a list of reasons or motivations for performing community service. Whether or not you have performed community service, please rate the importance of each as a motivation for becoming involved." The options should be "Very Important," "Important," "Somewhat Important," and "Not Important." Delete the "other" category.

Q33. This should follow the item above, but in the following format: "Did you participate in any community service activities from January 1988 through December 1988? If you answer NO to this question, go next to Question ---.

Q34. Substitute "Through" for "At" in the first sentence. Delete "Other" as an option, and add "Temporary or Ad Hoc Organization, or Other."

Q35. Revise the question to read: "Did you receive course credit for your community service (e.g., internship, fieldwork, practicum, co-op ed)?" The response options should be Yes or No. Delete the Department and Course Number markings and merely add a box for the student to write in the subject area; make the heading for the box, "Subject Area."

Q36. Revise this question to read: "Did you receive any money or formal recognition for your community service work?" The new options should be Money, Recognition, Both, Neither.

Q37. Revise as follows: "What type of financial compensation did your receive, if any." The new options should be Salary, Grant, Both, Neither.

Q38. Revise as follows: "If you received financial compensation, how much money did you receive each month, on average, for your community service work?" Skip this question if not applicable.

Q39. Place the word "MONTHS" in caps. Delete bubbles two through nine in the first column.

Q40. Place the words "HOURS PER WEEK" in caps. Delete bubbles seven through nine in the first column.

Q41. Revise as follows: "What type of community service work did YOU perform. Mark as many as apply in the column of bubbles on the left, and then choose the ONE type of work you performed MOST of the time and mark that choice in the column of bubbles on the right." Delete the line following "Other." Add a column of bubbles on the right and center the list of items.

Q42. Delete this question.

Q44. Revise as follows: "What effect has your community service experience had on your career objective?" The options should read: "It has reinforced my career objective;" "I am reconsidering my career objective as a result;" "I have/will change my career objective as a result;" "It has had no affect on my career objective."

Q45. Delete this question.

Q46. Revise as follows: "How much has your community service experience contributed to a greater understanding of your course work?"

Q47. Revise as follows: "How much has your community service experience helped you to be more sensitive to the problems of others?"

NEW QUESTION

"As a consequence of your community service experience, how often do you feel that YOU can have an affect on social problems?" The options are Most of the time, Some of the time, Very Seldom, and Practically never.

NOTE

The social security question should appear next, followed by the five optional campus questions.

EXAMPLES OF COMMUNITY SERVICE (Back page)

Place the first word for each item in caps and bold face. Add "civic or citizenship education" to the list in Education. Within Research Activities, add the disciplines of humanities, business, arts, education, engineering, (delete economics), and the words, "or other academic area."

THE CALIFORNIA STATE UNIVERSITY STUDENT NEEDS AND PRIORITIES SURVEY

This survey is being administered on CSU campuses for the purpose of identifying the changing needs of our students. Your cooperation in completing the questionnaire will help to improve the educational environment of this campus for you and your fellow students. Your responses to this questionnaire are strictly confidential and the data will be used for research purposes only. Thank you for helping to make this campus a better educational instution.

MARKING INSTRUCTIONS:

1) Fill the circle completely for the item which best reflects your experience, opinion or feelings.
2) Your response to each question is essential to the success of this study.
3) USE NO. 2 PENCIL ONLY. Thank you for your cooperation

Please do not mark in this box

Campus Code

☐	☐
⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

1 Including the present term, how many terms have you been enolled at this campus

☐	☐
⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

2 When you first enrolled at this campus were you:

- ○ A new freshman
- ○ A transfer student from a community college
- ○ A transfer student from another four-year college
- ○ A graduate, post-baccalaureate student

3 How many units are you taking this term?

☐	☐
⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

4 Based on the number of academic units already completed at this time, what is your present class level in college?

- ○ Freshman (0-44 quarter units) (0-29 semester units)
- ○ Sophomore (45-89 quarter units) (30-59 semester units)
- ○ Junior (90-134 quarter units) (60-89 semester units)
- ○ Senior (135 + quarter units) (90 + semester units)
- ○ Graduate, Postbaccalaureate

5 What is your major?

☐	☐	☐
⓪	⓪	⓪
①	①	①
②	②	②
③	③	③
④	④	④
⑤	⑤	⑤
⑥	⑥	⑥
⑦	⑦	⑦
⑧	⑧	⑧
⑨	⑨	⑨

6 How old were you on your last birthday?

☐	☐
⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

7 How many years have you lived in the U.S.?

☐	☐
⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

8 What is your gender?

- ○ Male
- ○ Female

9 What is your racial or ethnic group (Mark ony 1)

- ○ American Indian
- ○ Black, Non Hispanic
- ○ Chicano, Mexican-American
- ○ Central American
- ○ South American
- ○ Other Hispanic
- ○ Chinese
- ○ Japanese
- ○ Korean
- ○ Southeast Asian
- ○ Other Asian
- ○ Pacific Islander
- ○ White, Non-Hispanic
- ○ Filipino

10 If you are currently employed, how many hours did you work last week?

☐	☐
⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

11 On an average day, how long does it take you to commute to the campus (from your usual point of origin)? Do not count the time it takes to park and get to class.

- ○ I do not commute; I live on or withing walking distance of the campus
- ○ Fewer than 15 minutes
- ○ 15-30 minutes
- ○ 30-45 minutes
- ○ 45 minutes to one hour
- ○ Longer than one hour

SKUNK LINE

PLEASE DO NOT MARK IN THIS BOX

11 On the average day, how long does it take you to commute to the campus(from your usual point or origin)? Do not count the time it takes to park and get to class

○ I do not commute; I live on or withing walking distance of the campus
○ Fewer than 15 minutes
○ 15-30 minutes
○ 30-45 minutes
○ 45 minutes to one hour
○ Longer than one hour

12 We would like to know how much time you spend in campus facilities outside of class. In an average week, about how many hours do you spend on campus at the following locations:

Average Hours Per Week

None	1-5	6-10	11-15	16-20	21+	
○	○	○	○	○	○	Library
○	○	○	○	○	○	Computer Labs
○	○	○	○	○	○	Student Union, Cafeteria Facilities
○	○	○	○	○	○	Physical Education facils
○	○	○	○	○	○	Art, Music, Theatre facils.
○	○	○	○	○	○	Bookstore
○	○	○	○	○	○	Other lab facilities (outside class time)
○	○	○	○	○	○	Fraternity, Sorority facils.
○	○	○	○	○	○	Athletic events on campus
○	○	○	○	○	○	Campus Administrative Ofcs. (e.g., admissions, advising financial aid, housing)
○	○	○	○	○	○	Campus Media facilities (newspaper, T.V. radio)
○	○	○	○	○	○	Other

13 Please rate the importance of each of the following factors in influencing your decision to attend THIS particular university.

Very Important	Important	Somewhat Important	Not very Important	Not Important at all	
○	○	○	○	○	Recommendations from family or friends
○	○	○	○	○	Availability of on-campus housing
○	○	○	○	○	Availability of a particular major
○	○	○	○	○	Chance to leave home
○	○	○	○	○	Size of the campus
○	○	○	○	○	Convenience; close to home or work
○	○	○	○	○	Reputation of athletic programs
○	○	○	○	○	Availability of on-campus child care
○	○	○	○	○	General academic reputation of the school
○	○	○	○	○	Overall appearance of the campus
○	○	○	○	○	Low to moderate cost
○	○	○	○	○	Geographic setting of the campus
○	○	○	○	○	Convenient public transportation to school
○	○	○	○	○	Ethnic composition of the student body
○	○	○	○	○	Availability of financial aid
○	○	○	○	○	Academic reputation of the campus in my major
○	○	○	○	○	Opportunity to work while attending school
○	○	○	○	○	Recommentations from school or college counselors

14 Many diverse factors pely a part in helping us achieve our educational goals. ON THE LEFT, please rate the IMPORTANCE fo the factors below in terms of their importance for your education. ON THE RIGHT, rate the QUALITY of those factors as they exist on your campus

Very Important	Important	Somewhat Important	Not very Important	Not Important at all		Excellent	Good	Fair	Poor	Very Poor	Don't know
○	○	○	○	○	Library Collections	○	○	○	○	○	○
○	○	○	○	○	Child Care	○	○	○	○	○	○
○	○	○	○	○	Campus Housing	○	○	○	○	○	○
○	○	○	○	○	Student Health Service	○	○	○	○	○	○
○	○	○	○	○	Lab Facilities	○	○	○	○	○	○
○	○	○	○	○	Psychological counseling	○	○	○	○	○	○
○	○	○	○	○	Variety of courses offered	○	○	○	○	○	○
○	○	○	○	○	Availability of Financial Aid	○	○	○	○	○	○
○	○	○	○	○	Convenience of course scheduling	○	○	○	○	○	○
○	○	○	○	○	Opportunity ot make friends and improve social life	○	○	○	○	○	○
○	○	○	○	○	Campus Information	○	○	○	○	○	○
○	○	○	○	○	Content of courses offered	○	○	○	○	○	○
○	○	○	○	○	Career guidance from Career Planning Office	○	○	○	○	○	○
○	○	○	○	○	Library Service	○	○	○	○	○	○
○	○	○	○	○	Availability of career contacts through faculty	○	○	○	○	○	○
○	○	○	○	○	Intellectual stimulation from faculty	○	○	○	○	○	○
○	○	○	○	○	Accessibility of faculty	○	○	○	○	○	○
○	○	○	○	○	Career guidance from faculty	○	○	○	○	○	○
○	○	○	○	○	Quality of instruction	○	○	○	○	○	○
○	○	○	○	○	Intercollegiate athletic programs	○	○	○	○	○	○
○	○	○	○	○	Fairness of testing and grading	○	○	○	○	○	○
○	○	○	○	○	Academic Advising	○	○	○	○	○	○
○	○	○	○	○	Parking	○	○	○	○	○	○
○	○	○	○	○	Social and cultural activities and facilities	○	○	○	○	○	○
○	○	○	○	○	Tutoring/basic skills services	○	○	○	○	○	○
○	○	○	○	○	Helpful office personnel	○	○	○	○	○	○
○	○	○	○	○	Computer facilities	○	○	○	○	○	○
○	○	○	○	○	Intellectual stimulation from other students	○	○	○	○	○	○
○	○	○	○	○	Recreation programs/ Activities	○	○	○	○	○	○
○	○	○	○	○	Student Union	○	○	○	○	○	○
○	○	○	○	○	Campus Orientation programs	○	○	○	○	○	○
○	○	○	○	○	Special Student Services (disabled, affirmative action, EOP, Older Adult)	○	○	○	○	○	○
○	○	○	○	○	Cooperation between me high school and this campus	○	○	○	○	○	○
○	○	○	○	○	Cooperation between my community college and this campus	○	○	○	○	○	○

15 If you rated the QUALTIY OF INSTRUCTION on your campus as EXCELLENT, GOOD OR FAIR in Question 14, skip this question. If you rated the quality of teachg a POOR OR VERY POOR in Question 14, what are the most important reasons?

Agree	Disagree	
○	○	Instructors are unable to communicate subject matter
○	○	Instructors show poor command of subjects
○	○	Racial bias shown by instructors
○	○	Instructors lack interest or enthusiasm for teaching
○	○	Courses do not cover material
○	○	Courses are geared to the lowest level students
○	○	Sexual bias shown by instructors

16 Where do you currently receive MOST of your academic advising? MARK ONLY ONE.

○ The University Advising Center
○ Faculty in my major department
○ Advising centers in my major department or school
○ Administrative or program staff (e.g., EOP, MEP)
○ Campus Catalog
○ Fellow Students

17 If you rated ACADEMIC ADVISING on your campus as EXCELLENT, GOOD OR FAIR in Question 14, skip this question. If you rated academic advising as POOR OR VERY POOR in Question 14, what are the most important reasons?

○	○	Advisors are unavailable when needed
○	○	Advisors are poorly informed about degree programs and requirements
○	○	Advisors show lack of concern or interest for students' needs
○	○	Catalog is confusing

PLEASE DO NOT MARK IN THIS BOX

18 Please mark the ONE response that comes closet to your feeling about the following statement: "I am pleased with my overall experience on this campus."

○ Strongly Agree
○ Agree
○ Undecided
○ Disagree
○ Strongly disagree

19 Do you plan to get a degree at this institution?

○ Yes
○ No
○ Undecided

20 If you answered NO or UNDECIDED to Question 19, do you plan to transfer to another college or univeristy to continue your education? (MARK ONLY ONE

○ Yes
○ No
○ Undecided

21 If you answered YES to Question 20, where do you plan to transfer?

○ University of California
○ Other CSU campus
○ Community College
○ Private (In-State)
○ Out-of-State
○ Other

22 The decision to leave a particular college can be by a variety of reasons. Listed below are some common reasons that students often give for leaving college before earning a degree. If you do not anticipate any major obstacles to earning a degree, please go to the next question. Otherwise, from the list of possible reasons for leaving college, please identify the most important POTENTIAL reason for YOURSELF, and mark the letter in the first column. Then identify the second most important potential reason and mark the letter in the second column. Finally, identify the third most important potential reason and mark the letter in the third column

Most Important	Second Most Important	Third Most Important	
○	○	○	Need a break from college
○	○	○	Courses/programs I want are not available
○	○	○	Unsure of my academic goals
○	○	○	Do not have enough money to continue
○	○	○	College experience not what I expected
○	○	○	Personal or family problems
○	○	○	Not satisfied with the quality of teaching
○	○	○	Move out of the area
○	○	○	Can not obtain sufficient financial aid
○	○	○	Inadequate intellectual stimulation
○	○	○	Poor academic performance, bad grades
○	○	○	Few people I can identify with
○	○	○	Can not work and attend school at the same time
○	○	○	Prefer to attend another institution
○	○	○	Leave to accept a job
○	○	○	Achieved my academic goals short of earning a degree
○	○	○	Achieved my personal goals in college

22 Listed below are some things that the campus might do to help you reach your educational goals. If you think that the school is already doing all it can to help, go to the next question. Otherwise, identify the most important item and mark the letter in the first column. Then identify the second most important item and mark the letter in the second column. Finally, identify the third most important item and mark the letter in the third column.

Most Important	Second Most Important	Third Most Important	
○	○	○	Schedule courses more conveniently
○	○	○	Offer a greater variety/number of academic programs
○	○	○	Offer a greater variety/number of courses
○	○	○	Improve the quality of the academic programs/ courses
○	○	○	Change the admissions requirements
○	○	○	Monitor/remove ineffective instructors, hire effective ones
○	○	○	Increase/improve tutoring services
○	○	○	Provide more/better career guidence
○	○	○	Improve library services
○	○	○	Provide more/better on-campus child care services
○	○	○	Increase/improve personal counseling (psychological)
○	○	○	Provide more/better on-campus housing
○	○	○	Provide more/better academic advising
○	○	○	Increase/improve information about financial aid
○	○	○	Increase/improve the availability of financial aid
○	○	○	Make financial aid processing easier
○	○	○	Improve access to computer terminals
○	○	○	Provide more off-campus classes

Please do not mark in this box

24 Which ONE of the following presents the greatest obstacle to reaching your educational goals?

○ Campus-related factors (such as course variety, scheduling, instructors, support services, etc.)
○ External factors (such as family obligations, job, finances, personal problems, etc.)
○ I do not see any obstacles to completing my education

25 Are you concerned about financing your college education?

○ NO, I will have sufficient funds
○ YES, somewhat concerned. But, I will probably have enough funds to continue
○ YES, very concerned. I may not have enough funds to continue
○ YES, extremely concerned. I will not have funds to continue

26 If you were employed last year, what was your total income in 1988

☐	☐
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

27 How many financial dependents (e.g., spouse, children) do you have? (Do not count yourself)

○ None
○ One
○ Two
○ Three
○ Four
○ Five or more

28 How are you paying for your college education (Mark all that apply)

○ Personal savings
○ Family assistance
○ Employee reimbursement
○ Loan
○ Scholarship
○ Grant
○ Part-time employment
○ Full-time employment

29 If you receive financial support from your parents, what was their combined annual income in 1988?

○ Don't know/ not applicable
○ Less than $15,000
○ $15,000-29,999
○ $30,000-39,999
○ $40,000-49,999
○ $50,000-59,999
○ $60,000 or over

30 Does your head of household receive public assistance (e.g., AFDC)?

○ Yes ○ No

31 What were the main occupations of your parents while you were growing up?

☐	☐	☐	☐
0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

32 How much formal education did your parents obtain?

FATHER	MOTHER
○ 8th grade or less	○ 8th grade or less
○ Some high school	○ Some high school
○ High school graduate	○ High school graduate
○ Some college	○ Some college
○ College graduate	○ College graduate
○ Don't know	○ Don't know

The remainder of the survey is designed to gather information on the community service activities of CSU students. A report on the findings will be sent to the California Legislature.

Community service is defined as all human services provided by individuals, campus organizations, public or private community agencies, or businesses that nurture a sense of social responsibility in college students, and that contribute to the quality of life in the community. Such work may be voluntary, for pay, or for course credit. If you are unsure whether a particular activity or project in which you participated qualifies as community service, please use the EXAMPLES OF COMMUNITY SERVICE, listed on the last page, as a guidline.

33 Did you participate in any community service activities?

○ Yes ○ No

34 At what TYPE of agency, organization, or businessdid you perform the community service? Mark the ONE where you performed MOSTof your community service.

○ A California State University campus
○ Other college or university
○ Church or religious institution
○ Government agency (local, state, or federal)
○ Private nonprofit organization (e.g., charities)
○ Private, profit making organizations (e.g., hospitals, nursing homes, businesses)
○ Public or private school (kindergarten, through 12th grade)
○ Personal effort, not through an agency (e.g., private tutoring)
○ Other ______

Please do not mark below this line

Please do not mark in this box

SKUNK LINE

35 Did you receive course credit for your community service?

Department and Course Number

☐	☐
⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

36. Did you receive any money or formal recognition for your community service work? If you answer NO to this Question, go next to Question 39.

○ Yes ○ No

37 What type of financial compensation or recognition did you receive? (Mark all that apply)

○ Salary ○ Gramt ○ Award

38 How much did you receive each month that you worked on average?

☐	☐	☐	☐
⓪	⓪	⓪	⓪
①	①	①	①
②	②	②	②
③	③	③	③
④	④	④	④
⑤	⑤	⑤	⑤
⑥	⑥	⑥	⑥
⑦	⑦	⑦	⑦
⑧	⑧	⑧	⑧
⑨	⑨	⑨	⑨

39 Over how many moths were you involved in community service work during 1988?

☐	☐
⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

40 How many hours per week, on average, did you devote to community service during these months?

☐	☐
⓪	⓪
①	①
②	②
③	③
④	④
⑤	⑤
⑥	⑥
⑦	⑦
⑧	⑧
⑨	⑨

41 Based on the list in the previous question, which type of work did you do MOST of the time? Make ONE choice and circle the letter below

○ Administrative
○ Clerical
○ Community or public relations
○ Computer operations or programming
○ Consulting
○ Construction or building maintenance
○ Counseling
○ Fine arts activities
○ Fund raising, including charity events
○ Grant writing
○ Instruction or tutoring
○ Manual labor
○ Medical assistance or health education
○ Recreation activities
○ Social and political advocacy
○ Social work
○ Technical assistance
○ Other ____________________

42 Has your community service experience caused you to become more socially involved in your personal life?

○ A ○ C ○ E ○ G ○ I ○ K ○ M ○ O ○ Q ○ S
○ B ○ D ○ F ○ H ○ J ○ L ○ N ○ P ○ R ○ T

43 Following is a list of reasons or motivations for performing community service. Please rate the importance of each in causing you to become involved.

Very Important	Important	Somewhat Important	Not very Important	Not Important at all	
○	○	○	○	○	Financial reward
○	○	○	○	○	Beliefs, convictions, or principles (Moral, phillsophical, religious, political)
○	○	○	○	○	Course requirement related to your major
○	○	○	○	○	Course requirement unrelated to your major
○	○	○	○	○	Career preparation or advancement
○	○	○	○	○	Social involvement, recreation, or personal enjoyment
○	○	○	○	○	Other ____________________

PLEASE DO NOT MARK IN THIS BOX

SCORE LINE

PLEASE DO NOT MARK IN THIS BOX

44 Has your community service experience caused you to change your career objective to one which you perceive as having a greater humanitarian emphasis?

○ Yes ○ No

45 Has your community service experience caused you to become more socially involved in your personal life?

○ Yes ○ No

46 How much has your community service experience increased you understanding and appreciation of your academic studies?

○ A Great Deal
○ Some
○ Not Much
○ None At All

47 How much has your community service experience helped you to understand and be more sensitive to the problems of other?

○ A Great Deal
○ Some
○ Not Much
○ None At All

48 What is your Social Security Number?
Remember, your responses to this questionnaire will be held in strictest confidence.

Social Security Number

☐	☐	☐	☐	☐	☐	☐	☐	☐
0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

EXAMPLE

9	8	7	6	5	4	3	2	1
0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	●
2	2	2	2	2	2	2	●	2
3	3	3	3	3	3	●	3	3
4	4	4	4	4	●	4	4	4
5	5	5	5	●	5	5	5	5
6	6	6	●	6	6	6	6	6
7	7	●	7	7	7	7	7	7
8	●	8	8	8	8	8	8	8
●	9	9	9	9	9	9	9	9

SCORE LINE

Please do not mark in this box

EXAMPLES OF COMMUNITY SERVICE

1. Consulting or technical assistance for farming projects, engineering projects (Peace Corps), information systems, automation, small business operations involving the disadvantaged or disabled.

2. Consumer Affairs - product safety projects, media campaigns regarding consumer issues.

3. Edcuation - Tutoring, literacy programs, health education, enrichment programs for disadvantaged or disabled populations, museum work, libraries.

4. Environmental affairs projects, education or information dissemination - energy conservation, wildlife and wilderness preservation.

5. Financial counseling for disadvantaged or disabled.

6. Fundraising activities for charitable groups or non-profit organizations (social service agencies).

7. Health Care - includes health education and research, delivery of medical services, family planning counseling, mental health services.

8. Political action - participation in activities leading to the drafting or enactment of legislation that impact on social problems (affirmative action issues, environmental concerns, consumer rights, civil right).

9. Public Interest - (citizen advocacy and information dissemination on public policies and governmental practices).

10. Recreation or leisure time activities - conducting recreational activities for mentally disabled, developmentally disabled, physically disabled, elderly, organizing or participating in performing arts presentations for needy populations.

11. Research activities - projects involved with the social sciences, physical sciences, biological sciences or economics.

12. Social or human services - housing, immigration assistance, child care assistance, role modeling (Big Brother/Sisters), interpersonal support (visit nursing homes), seniors programs, outreach programs, community organization efforts.

13. Voluntary contributions of time to charitable groups, fraternal groups or service clubs in support of charitable endeavors.

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of April 1989, the Commissioners representing the general public are:

Mim Andelson, Los Angeles;
C. Thomas Dean, Long Beach;
Henry Der, San Francisco;
Seymour M. Farber, M.D., San Francisco;
Helen Z. Hansen, Long Beach;
Lowell J. Paige, El Macero; *Vice Chair;*
Cruz Reynoso, Los Angeles;
Sharon N. Skog, Palo Alto; *Chair;* and
Stephen P. Teale, M.D., Modesto.

Representatives of the segments are:

Yori Wada, San Francisco; appointed by the Regents of the University of California;

Theodore J. Saenger, San Francisco; appointed by the Trustees of the California State University;

John F. Parkhurst, Folsom; appointed by the Board of Governors of the California Community Colleges;

Harry Wugalter, Thousand Oaks; appointed by the Council for Private Postsecondary Educational Institutions ;

Francis Laufenberg, Orange; appointed by the California State Board of Education; and

James B. Jamieson, San Luis Obispo; appointed by the Governor from nominees proposed by California's independent colleges and universities.

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other State agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning,

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, the Commission's meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request prior to the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Kenneth B. O'Brien, who is appointed by the Commission.

The Commission publishes and distributes without charge some 40 to 50 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 98514-3985; telephone (916) 445-7933.

STATUS REPORT ON HUMAN CORPS ACTIVITIES, 1989

California Postsecondary Education Commission Report 89-8

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814-3985.

Recent reports of the Commission include:

88-43 Education Needs of California Firms for Trade in Pacific Rim Markets: A Staff Report to the California Postsecondary Education Commission (December 1988)

88-44 Progress on the Development of a Policy for Revenue Collected by the California State University Through Concurrent Enrollment: A Report to the Legislature in Response to Supplemental Language to the 1988-89 Budget Act (December 1988)

88-45 Prepaid College Tuition and Savings Bond Programs: A Staff Report to the California Postsecondary Education Commission (December 1988)

89-1 Legislative Priorities for the Commission, 1989: A Report of the California Postsecondary Education Commission (January 1989)

89-2 The Twentieth Campus: An Analysis of the California State University's Proposal to Establish a Full-Service Campus in the City of San Marcos in Northern San Diego County (January 1989)

89-3 Toward Educational Equity: Progress in Implementing the Goals of Assembly Concurrent Resolution 83 of 1984: A Report to the Legislature in Response to Assembly Bill 101 (Chapter 574, Statutes of 1987) (January 1989)

89-4 The Effectiveness of the Mathematics, Engineering, Science Achievement (MESA) Program's Administrative and Policy-Making Processes: A Report to the Legislature in Response to Assembly Bill 610 (1985) (January 1989)

89-5 Comments on the Community Colleges' Study of Students with Learning Disabilities: A Report to the Legislature in Response to Supplemental Report Language to the 1988 State Budget Act (January 1989)

89-6 Prospects for Accommodating Growth in Postsecondary Education to 2005: Report of the Executive Director to the California Postsecondary Education Commission, January 23, 1989 (January 1989)

89-7 State Budget Priorities of the Commission, 1989: A Report of the California Postsecondary Education Commission (March 1989)

89-8 Status Report on Human Corps Activities, 1989: The Second in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1820 (Chapter 1245, Statues of 1987) (March 1989)

89-9 A Further Review of the California State University's Contra Costa Center (March 1989)

89-10 Out of the Shadows -- The IRCA/SLIAG Opportunity: A Needs Assessment of Educational Services for Eligible Legalized Aliens in California Under the State Legalization Impact Assistance Grant Program of the Immigration Reform and Control Act of 1986, submitted to the California Postsecondary Education Commission, February 23, 1989, by California Tomorrow (March 1989)

89-11 Faculty Salaries in California's Public Universities, 1989-90: A Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965) (March 1989)

89-12 Teacher Preparation Programs Offered by California's Public Universities: A Report to the Legislature in Response to Supplemental Language in the 1988 State Budget Act (March 1989)

89-13 The State's Reliance on Non-Governmental Accreditation: A Report to the Legislature in Response to Assembly Concurrent Resolution 78 (Resolution Chapter 22, 1988) (March 1989)

89-14 Analysis of the 1989-90 Governor's Budget: A Staff Report to the California Postsecondary Education Commission (March 1989)

89-15 Planning Our Future: A Staff Background Paper on Long-Range Enrollment and Facilities Planning in California Public Higher Education (April 1989)

89-16 Standardized Tests Used for Higher Education Admission and Placement in California During 1988: The Fourth in a Series of Annual Reports Published in Accordance with Senate Bill 1758 (Chapter 1505, Statutes of 1984) (April 1989)

89-17 Protecting the Integrity of California Degrees: The Role of California's Private Postsecondary Education Act of 1977 in Educational Quality Control (April 1989)